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ABSTRACT

The Maryland Middle Grades School Policy Initiative addresses the polices and practices that support improved school and student performance. To document changes in policies and practices, this series of publications entitled "Milestones" was developed. Each publication traces the development, implementation, evaluation, and refinement of school-based, school-improvement models based on the experience of four Maryland schools. The models reflect a comprehensive approach to school-based improvement as organized, identified, developed, planned, implemented, and evaluated over months 1-12 (milestones I), months 13-18 (milestones II), and months 19-36 (milestones III). The first part outlines structures, policies, and planning procedures for school-based change. The second part describes comprehensive interagency service-delivery models to support at-risk students and their families. The third part identifies programs to improve student achievement and models for instructional intervention. Finally, professional-development process models, including applications of technological innovation, are examined. The process was based on collaboration among school personnel, state and local agencies, business, and community-service agencies. A glossary is included. Appendices contain graphics that illustrate comprehensive service delivery, the Vision for Maryland Schools 2000, and the Maryland Middle Grade School State Policy Initiative. (LMI)

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Milestones in Comprehensive School Improvement for Middle Grade Reform

Milestones III
Months 19-36

Milestones II
Months 13-18

Milestones I
Months 1-12

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Milestones in Comprehensive School Improvement for Middle Grade Reform

Maryland State Department of Education

Letter of Recognition

The systemic reform undertaken in Maryland's Middle Grade School State Policy Initiative (MGSSPI) has resulted in the forging of new rules, roles, responsibilities, and relationships. Partnerships across schools, districts, and state and local agencies in support of restructuring initiatives have evolved from a shared vision for improved early adolescent student performance and involvement. This commitment is exemplified by the leadership and labor of the four project schools' personnel.

Recognition for the tireless efforts of school staffs, School Improvement Teams, and principals in making school-based comprehensive school improvement a reality is well deserved. Project school principals, Hal Mosser (Brunswick Middle School), Dr. Craig Spilman (Canton Middle School), Brian Gonzalez (Middle River Middle School), and Harry Martin (Riverview Middle School), and their respective School Improvement Teams have made positive contributions to the lives of early adolescents and their families, as well as to the literature on school reform.

Milestones in Comprehensive School Improvement for Middle Grade Reform

Development Period

Milestones I ..... Months 1 — 12
Milestones II ..... Months 13 — 18
Milestones III ..... Months 19 — 36

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Introduction

Carnegie Corporation of New York/ Maryland State Department of Education/ Local Education Agency/ Comprehensive School Improvement Initiative

The "Maryland Middle Grades School State Policy Initiative," an initiative funded by the Carnegie Corporation of New York, the Maryland State Department of Education, and a United States Department of Education ESEA Chapter II Block Grant addressed the policies and practices that support improved school and student performance. To document changes in policies and practices, this series of publications entitled "Milestones" was developed. Each publication in the series traces the development, implementation, evaluation, and refinement of school-based school improvement models based on the experiences of four Maryland schools. The processes followed and the models developed reflect the unique character and needs of each of the schools. While these models and resources were developed at the middle school level, they may be adapted to schools serving the entire learning continuum. Schools and local education agencies committed to school-based school improvement will find this compendium contains multiple replicable models.

The models abstracted on the following pages reflect a comprehensive approach to school-based school improvement. Structures, policies and planning procedures, along with process models for school-based change are outlined. Comprehensive interagency service delivery models to support at-risk students and their families are reported. Programs, instructional interventions and transitioning models based on needs identified through the analysis of data are detailed. Finally, professional development process models, including applications of innovations in technology, are examined.

Personnel in schools, local and state agencies, businesses, and community service agencies collaborated in these processes. Policies and practices were realigned at state and local levels to support school-based school improvement and instructional decision making. New ways of doing business evolved. Rules, roles, relationships, and the application of resources changed through collaborations and partnerships.

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Carnegie Corporation's
Middle Grade School State Policy Initiative

State of Maryland
Program Goal, Outcomes, and Objectives

GOAL STATEMENT: **Comprehensive school improvement reform models for early adolescent education are operationalized and institutionalized.**

State Subgoal-1: To promote Maryland comprehensive school improvement reform models for early adolescent education through national and statewide dissemination and networking, and the acquisition of fiscal and human resources for Maryland schools.

Local Subgoal-2: To promote Maryland comprehensive improvement reform models for early adolescent education through local dissemination and networking.

School Subgoal-3: To serve as regional demonstration and training centers to provide professional development for model replication.

OUTCOME I: Structures, policies, and planning procedures at the state, local, and school levels are instituted to improve early adolescent student and school performance.

I.1 **State Objective:** To facilitate and evaluate the coordination of policies, planning, and funding among state agencies, boards, departments, and bureaus.

I.2 **Local Objective:** To facilitate and evaluate the coordination of policies, planning, and funding among local agencies, boards, departments, and bureaus.

I.3 **School Objective:** To pilot, monitor, and evaluate school-based change models that include new structures, rules, roles, and relationships through the implementation of school improvement plans.

Outcome II: Comprehensive service delivery models for at-risk early adolescents and their families are implemented.

II.1 **State Objective:** To remove barriers and provide access to interagency support services for at-risk early adolescents and their families.

II.2 **Local Objective:** To provide support services and access fiscal, human, and material resources within and outside the local school system.

II.3 **School Objective:** To identify, communicate, and coordinate the support services needed by at-risk students and families.

Outcome III: Programs appropriate to early adolescents are developed and implemented collaboratively through systems for curriculum, instruction, and school improvement information management, including technology.

III.1 **State Objective:** To provide technical assistance and resources based on school-identified needs to facilitate the implementation of the school improvement plans.

III.2 **Local Objective:** To provide technical assistance and resources based on school-identified needs to facilitate the implementation of the school improvement plans.

III.3 **School Objective:** Programs appropriate to early adolescents are developed, piloted, implemented, and evaluated through systems for curriculum, instruction, and school improvement information management, including technology.

Outcome IV: Interventions that improve student achievement and involvement are provided for at-risk students.

IV.1 **State Objective:** To provide technical assistance in the identification of interventions and resources to meet the needs of at-risk students as identified in the four school improvement plans.

IV.2 **Local Objective:** To provide access and coordinate resources and support systems within and outside the local school systems based on school improvement plans.

IV.3 **School Objective:** To implement and evaluate interventions for at-risk students based on school improvement plans that include collaboration with partners.

OUTCOME V: Professional Development Process Models appropriate to middle grades school-based change are developed and implemented.

V.1 **State Objective:** To facilitate the identification of needs and collaboratively plan, implement, and participate in programs for professional development.

V.2 **Local Objective:** To facilitate the identification of local school system and school needs and collaboratively plan and implement programs for professional development.

V.3 **School Objective:** To identify needs and collaboratively plan and implement programs for professional development.

Profiles of Project Schools

Profile - 1991

Brunswick Middle School

Frederick County Public Schools, Maryland

Brunswick, Maryland, nestled on the banks of the Potomac River at the foot of the Catoctin range of the Blue Ridge Mountains, is a community in transition. Early growth and development of the area were due to the proximity of the Potomac River and railroad and canal transportation systems that began in the mid-nineteenth century. Historically a railroad community, the importance of the railroad as a source of employment has diminished in recent years.

The majority of the fathers of the middle school children are skilled laborers, while the preponderance of working mothers are employed in clerically related occupations. There has been an increase in upper scale blue collar and technical employment in the area. In the past several years there has been a significant increase in the number of professional people living in the Brunswick area and commuting to the metropolitan area of Washington, D.C.

Population figures indicate that the majority of students come from families well established in the Brunswick area. There are few transient families, making the total school population relatively stable.

The small communities of Burkittsville, Knoxville, Jefferson, Rosemont, Petersville and Point of Rocks surrounding Brunswick comprise the Brunswick Middle School district. Brunswick Elementary School and Valley Elementary School are the two feeder schools for Brunswick Middle School. The majority of students ride buses to and from school.

School Profile

Brunswick Middle School, a source of pride and a center for community activities in the Brunswick area, was opened in November of 1983. The population of the school has increased yearly. Designed for a capacity of 550, enrollment as of September, 1991 was 489 students, 49% males and 51% females. The socioeconomic status of students is determined by the educational level of the students' mothers. SES I students have mothers who did not finish high school. SES II students have mothers who graduated from high school and SES III students have mothers who have some post high school education. SES I students comprise about 9% of the student body. SES II students comprise 58% of the student body with the remaining 33% accounting for SES III students.

Soon after the opening of Brunswick Middle School the administration and staff began groundwork that has evolved into the current School Improvement Team (SIT) structure. This entails a team comprised of two administrators, the school secretary, and six teachers. In addition five representatives from MSDE regularly attend the SIT meetings. SIT members serve as the chairpersons of seven subcommittees: School Community Environment, Outstanding Individual Achievement, Critical Thinking/Problem Solving, Interrelated Services, Academic Achievement/ Multicultural Education, Technology and Functional Tests.

Every staff member is a member of a subcommittee. The subcommittees are responsible for drafting and implementing an annual School Improvement Plan (SIP).

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Since its inception Brunswick Middle School has been committed to the total child, as reflected in its mission statement "Quality Learning and Positive Personal Development For All." To carry out the mission a variety of models, programs, and strategies have been implemented through the SIT.

The Organization of Learning Time Model and the teaming process are adhered to closely throughout all subject areas. This facilitates not only team dynamics and in-school communication, but also allows for a two day a week tutorial model.

Cooperative Learning and Mastery Learning are in evidence throughout the school.

Computer use is integrated across the curriculum at all grade levels.

A Partnership Agreement has been established between the Brunswick Middle School, the Brunswick City Police, and IBM. Kids on Patrol is a police ride-along program for seventh graders. This program has received two awards from the State of Maryland for being an outstanding proactive crime prevention program.

In 1990 Mr. Harold Mosser, the principal of Brunswick Middle School, was recognized as an outstanding leader in the field of education by the Washington Post newspaper. Also, several Brunswick Middle School teachers have been recognized by various community groups for their outstanding performance in their individual areas of expertise.

An enrichment program (TREK), based on the writings of Joseph Renzulli, is open to all students and is focused on general exploratory activities, group training activities, and independent investigations.

Personal development skills are taught and practiced in schoolwide sessions attended by all students.

As of September, 1991 plans were underway to bring an interagency service program to Brunswick Middle School which will enable an on-site coordinator to tap into all available social agencies for the benefit of students and families in at-risk situations.

Plans are also underway for "marketing" the school to the local and wider community, to establish a Homework Hotline, and to institute a Different Drummer program to intervene with those students not achieving academic success.

Brunswick Middle School is proud of the fact that they offer a school improvement model that incorporates building level changes in structure, roles and policy; plans for a comprehensive support system for at-risk students and their families; uses appropriate technology in the areas of instruction, curriculum, and student data; encourages achievement for all students; and monitors the professional development needs of the staff.

Profile - 1991

Canton Middle School

Baltimore City Public Schools, Maryland

Canton Middle School, situated in the southeast quadrant of Baltimore City, has a population of 671 students and approximately 40 staff members. Fifty six percent of the students are Caucasian; thirty six percent are African American; nearly five percent are American Indians.

Historically the school community has consisted of largely blue collar families. Currently many of these are being impacted by technological and economic changes in the workplace. Approximately 70 percent of the students' families live below the poverty level. Many Canton parents are relatively inexperienced in providing their children with the kind of advocacy and guidance they need to make appropriate educational and career decisions. This tendency is substantiated by poor attendance, an average retention rate of ten percent, and a high drop-out rate at the high school level.

In contrast, Canton Middle School is situated in a community that is awakening both culturally and economically. Its traditionally blue collar population is becoming interspersed with well educated and more affluent urban professionals. Canton is in the process of developing a comprehensive educational program designed to attract and address the varying needs of all its students, including those being bused from a distant community. The school's administration and staff are striving to create at Canton a model middle learning years environment which makes full use of technology and contemporary educational strategies to enhance and enrich all areas of the curriculum.

Below is a brief outline of the organizational structure, the curricular framework, and some essential services of Canton Middle School.

I Organization/Staffing

- House Design:

  The design utilizes the school-within-a-school concept to personalize the school's environment and decentralize management into smaller schools. An assistant principal serves as the principal in each of the decentralized units.

- Principal facilitator:

  The traditional role of the principal has been redefined into that of a facilitator who oversees the operation of the houses (smaller school units) and coordinates the resources necessary to support the schools-within-the-school.

- Team organization:

  Thirty two teachers are clustered into six interdisciplinary instructional teams that are assigned a population of students to be grouped instructionally, and provided blocks of time to be used flexibly. Common planning time is provided for the teams.

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II *Curriculum and Instruction*

- Core instruction:

  Teachers are organized into interdisciplinary teams which coordinate and link the delivery of curriculum.

- Exploration:

  Special area teachers (i.e., drama, art, computer, music, physical education, graphic arts, home economics, foreign language, etc.) seek opportunities to link core curriculum instruction with their subject content, and to nurture students with unique talents.

- Advanced Academic Program and enrichment opportunities:

  The A.A.P., initiated in 1991, identifies and supports sixth grade students who are academically gifted. Expansion to all grade levels is anticipated over a three year period.

- Special Education:

  Approximately one fifth of the student body receives some special education services. The 86 Level IV students are instructed exclusively by the special education teachers. The staff plans to mainstream this group during the 1992-93 academic year in special areas.

- Community Service:

  A new mini-course curriculum focused on providing human services to the immediate community will be implemented in 1991. Students will be learning values through hands-on experiences such as volunteering at nursing homes, libraries, senior centers, and soup kitchens.

- Advisory:

  A peer mentoring program that links eighth grade mentors with sixth grade mentees is in operation. It is expected to become the vehicle for delivering values education to the majority of the student population.

- Drop-out prevention:

  Special programs, including the Sheraton Project, are being initiated in an effort to motivate high-risk students to remain in school by relating school experiences to the world of work.

III Services

- Guidance services:

  Guidance counseling and other related services are facilitated through the team organization. A guidance counselor in each "house" provides special services to students as needed.

- Institutional services:

  Limited mental health services are available on-site through an agreement with Francis Scott Key Medical Center. Currently Canton lacks a school nurse.

Profile - 1991

Middle River Middle School

Baltimore County Public Schools, Maryland

Middle River Middle School, located in southeastern Baltimore County, has a total population of 993 students and a professional staff of over 70. Approximately 80% of the students are Caucasian and 20% are African American.

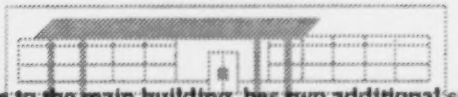
The community is largely a blue collar one; however, government subsidized housing projects have been built and Middle River draws a significant number of students from them. Over 30 percent of the student population changes throughout the course of school year, with many students leaving for a period of time and then returning a month or two later. The traditional two-parent family structure is not the norm and many of the parents, not high school graduates, lack adequate parenting skills needed to enable their children to achieve academically.

The organization of the school and the programs provided are designed to meet the varied social-emotional, academic, and physical needs of the students. Below is a brief description of the organization, curriculum programs, and staffing of Middle River Middle School.

MIDDLE RIVER MIDDLE SCHOOL CENTER

ORGANIZATION

House Design:



Middle River, in addition to the main building, has two additional structures as well as seven moveable trailers. To accommodate their special needs, the sixth grade students' classes are clustered in one hallway.

Administration and Staff:

The principal serves as the instructional leader of the school. Two assistant principals complete the administrative team, with department chairmen in each discipline assisting in curriculum implementation. Teachers are organized into interdisciplinary teams and have common planning time built into their schedules.

In addition to those professionals, Middle River has a non-teaching staff of guidance counselors, a nurse, an interagency coordinator, and a psychologist.

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Profile - 1991

Riverview Middle School

Caroline County Public Schools, Maryland

Riverview Middle School is located on the Eastern Shore of Maryland in the rural setting of Caroline County. The school has a seventh and eighth grade organization with a population of 483 students. Eighty-three percent of the students are Caucasian and seventeen percent are African-American.

Socio-economically, families of Riverview students represent a wide spectrum. Parent educational levels range from elementary school to post graduate degrees. Areas of employment include farming, service oriented, and light manufacturing. Approximately twenty-eight percent of the student body qualifies for the free or reduced lunch program.

Within two years the school is projected to include a sixth grade. Riverview is planning extensive physical modifications to the building to accomplish these changes.

Below is a brief outline of the organizational structure, special programs, and community and agency services:

I. Organization/Staffing

- Principal

  The principal serves as the educational and administrative leader.

- Team Organization

  Faculty members are organized into four interdisciplinary teams with two teams per grade level. Additional teaching staff is allocated to cross team areas including Unified Arts and Special Education. Time is allocated during the school day for both individual and team planning time.

II. Curriculum and Instruction

- Technology

  Riverview maintains a computer lab for the use by the student body. It is equipped with Apple computers. A computer network has been established between the interdisciplinary teams utilizing additional hardware.

- Enrichment Programs

  Each team develops enrichment programs for their students. Diversity is encouraged. Some programs established include intramural athletics, drama productions, and the Student Government.

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- Gifted and Talented

  Twenty-seven percent of the students are enrolled in a gifted program including honors courses in English and Algebra. Additionally, students participate in Odyssey of the Mind and The Center for Talented Youth, an advanced mathematics program sponsored by Johns Hopkins University.

- Special Education

  Approximately eight percent of the student body utilizes Riverview's Special Education program. One teacher is assigned to each grade level to assist in mainstreaming special needs students with another self-contained class for Level IV students.

III. Services

- Health

  Riverview houses the county program for emotionally disadvantaged youths. The school maintains a pediatric nurse funded under State legislation. The Health Department sponsors in-school group/individual counseling, sessions for children of alcohol/drug abuse homes, and teen pregnancy group counseling.

- Recreation

  The Department of Parks and Recreation runs a variety of after school/evening programs designed specifically for a middle school age population.

- Agency

  Caroline County Inter-Agency Council is an umbrella group that meets regularly to facilitate across-the-board communication on individual cases.

Structure, Policy, and Planning Procedures

Structure, Policy, and Planning Procedure

	Brunswick Middle School	Canton Middle School
Organization		
Milestones I Months 1-12	Prior to the inception of this project, the School Improvement Team (SIT) was operational. It consisted of personnel representing a cross-section of grades, interdisciplinary instructional teams, and school administration. As a result of this project, the SIT was expanded to nine members including a local education agency central office (LEACO) liaison and three Maryland State Department of Education (MSDE) Technical Assistance Team (TAT) members. The SIT was chaired by a faculty representative. Seven subcommittees are noted below: • Inter-related Interagency Services • Academic Achievement/ Multicultural Education • Critical Thinking and Problem Solving • School Community Environment • Technology • Outstanding Individual Achievement • Functional Skills	Prior to the inception of this project, Canton Middle School was organized into grade level "houses," each of which was headed by an assistant principal. Within grade level, teachers were organized into interdisciplinary teams. The principal was the primary authority in developing procedures and implementing decisions; however decisions were frequently made in conjunction with other staff. The school had identified several areas for improvement, but had not developed a comprehensive improvement plan. As a result of this project, the School Improvement Team (SIT) was formed; it consisted of a representative from each interdisciplinary team, other interested staff members, administrators, counselors, a parent, and several Maryland State Department of Education (MSDE) Technical Assistance Team (TAT) members. The SIT was chaired by a staff member and met after school once a week. Subcommittees were developed in response to the priorities identified in the school plan.

Structure, Policy, and Planning Procedure

Middle River Middle School **Riverview Middle School**

Organization

Milestones I
Months 1-12

Prior to the inception of this project Middle River Middle School was organized as a mix between a middle and junior high school. The school was moving toward organizing all teachers into interdisciplinary grade level teams. Teams met infrequently and dealt primarily with individual student problems if at all. Other school activities were worked on by various committees. Administrators served as the primary decision-makers and all major groups were led by an administrator. The school had identified several areas for improvement, but had not developed a comprehensive nor integrated improvement plan.

As a result of this project, the School Improvement Team (SIT) was formed consisting of 25 voluntary staff: central office supervisors, administrators, PTA President, counselors, School Psychologist, teachers, department chairpersons, and several Maryland State Department of Education (MSDE) Technical Assistance Team (TAT) members. The SIT formed into several subgroups in order to conduct various needs assessments and analyze data. At the end of the data analysis year, the SIT identified four major priority areas to be developed by action committees. The chairs of the action committees are to serve on the SIT during the implementation year.

The School Improvement Team (SIT) was a new structure organized with representatives from each of the interdisciplinary teams, guidance, administration, community organization, and Parent Teacher Association (PTA). In addition, the school was organized around interdisciplinary teams and a series of school committees.

Structure, Policy, and Planning Procedure

	Brunswick Middle School	Canton Middle School
Organization		
Milestones II Months 13-18	Organizational components of *Milestones I* were retained. Additionally, two committee structures were instituted to plan new initiatives. *Mathematical/Science Initiative* A committee comprised of administrative and instructional personnel in feeder area schools (elementary, middle, high school), LEA supervisory staff personnel, and MSDE representatives was formed and operationalized to identify issues related to K-12 student achievement and involvement in mathematics and science. *School-Based Comprehensive School Improvement Center Initiative* A working subcommittee of the School Improvement Team (SIT) was formed to develop plans for a School-Based Comprehensive School Improvement Center to serve as a resource and professional development center for educators in comprehensive school improvement processes and strategies.	Three major changes took place in the organizational structure. First, the membership of the School Improvement Team (SIT) was adjusted to ensure that all teaching teams were represented, and that the Special Education Team and parents had increased representation. Secondly, the structure of the SIT was changed slightly. The decision was made to incorporate the functions of a proposed separate Operations Committee into SIT: the first ten minutes of each SIT meeting would address operational issues as needed. Changes were made in the way in which meetings were run. The SIT developed and reached consensus on a set of ten ground rules to improve the efficiency and effectiveness of its meetings. These rules included setting time limits for each meeting and designating time near the end of each meeting to set the agenda for the following meeting. Lastly, the original SIT subcommittees were increased to attend to specific needs in each goal area. Few non-SIT staff were asked to serve on these groups, which met whenever the members could find non-obligated time.

Structure, Policy, and Planning Procedure

Middle River Middle School **Riverview Middle School**

Organization

Milestones II
Months 13-18

Two major refinements occurred with the School Improvement Team (SIT). First, the school was physically organized into interdisciplinary teams. Common planning time allowed the teams to meet three times a week. The encore (fine arts, physical education, and practical arts) teachers met with the interdisciplinary teams no less than once per month. Secondly, the school improvement team was enlarged from its base of action committee leaders, to include a representative from each of the interdisciplinary teams and the encore teachers. Operational policies and procedures were redefined, revised, and implemented. SIT members assumed group facilitating roles. Administrators were members of the action teams and the SIT, but did not serve as chairs.

All action committees were reshaped as action teams with the assistance of staff development.

The Instructional Enhancement action team created:

- an ad-hoc subcommittee to revise the differential staffing proposal for the 1992-1993 school year.
- a subcommittee to develop an interdisciplinary curriculum model
- a subcommittee for the Instructional Framework.
- a subcommittee to operationalize a School-Based Comprehensive School Improvement Center (S-BCSIC)

The School Improvement Team (SIT) was expanded to include representatives from all teams; the PTA President as part of community representation, counselor, and assistant principal and nurse practitioner as interagency liaison.

A series of committees were established to develop:

- Mission statement
- Format for analyzing progress for student information and outcomes
- School Improvement Plan review
- Staff development
- Budget

Structure, Policy, and Planning Procedure

	Brunswick Middle School	Canton Middle School

Organization

Milestones III
Months 19-36

Organizational components of Milestones I and II were maintained and refined. Roles and responsibilities of positions and committees were modified and new roles were defined.

School Improvement Team

The School Improvement Team (SIT) was expanded to include a voting parent representative. The parent representative served as a liaison for two way communications to the school's Parent Advisory Committee (PAC) and the Parent-Teacher Organization (PTO).

Student School Improvement Team

A Student School Improvement Team (SSIT) was established by the SIT to involve students in identifying and resolving issues related to school improvement. Students elected seven representatives across grade levels and instructional teams. Three students were appointed by the SIT based on essay responses and interviews on the role of students in school-based school improvement.

Inter-related Interagency Services Committee

The role of the Inter-related Interagency Services Committee, a SIT Subcommittee, was redefined from organizing the Community Agency School Support (CASS) project to providing support to

School Improvement Team

The twenty-six member School Improvement Team (SIT) maintained the organizational structure described in Milestones II. It remained the primary decision-making group in the school, meeting for an hour once weekly after school to conduct business, share concerns and ideas, plan, and evaluate programs. Membership continued to be open to all staff members. Efforts were made to expand the parent and community membership on the SIT. The one long term parent representative was recommended to become a Baltimore City School Board Commissioner, and did receive that post. SIT agreed that during the summer of 1993 it would develop guidelines for choosing officers and rules of governance, including bylaws that specify voting rights.

Challenge School Writing Team

When Canton Middle was named a Maryland Challenge School in 1993, the principal invited all interested SIT members and other volunteers to serve on a writing team to develop a comprehensive school improvement proposal. The team met on a weekly basis for four hours after school to produce proposal drafts that were then submitted to SIT for approval. Input from staff, parents, and students was continuously solicited during the proposal design

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Middle River Middle School **Riverview Middle School**

Organization

Milestones III
Months 19-36

School organization continued to be refined to support effective middle school programming. Refinements include: 1) More responsibility and accountability being placed on the interdisciplinary teams. Department chairs have been eliminated by the system and the chairs' instructional leadership responsibilities have been shifted to the interdisciplinary team leaders. 2) Interdisciplinary teams have more planning time and have expanded to include foreign language teachers and special area teachers (music, art, technology education, family studies) as permanent members. Scheduling has been arranged that allows the special areas' team member to meet with the interdisciplinary team weekly. Planning time for interdisciplinary teams occurred daily. Encore teams i.e. art, music, etc. met weekly. 3) The SIT expanded to include the coordinator of the S-BSIC and the leader from the Mathematics/ Science Initiative "Project Team."

The organization of the action teams remained constant for the Home Base Advisory, Parent, School, Community and Pride and Image. The Instructional Enhancement Action Team created ad hoc committees on the major instructional thrusts for the school including Teaming, the *Dimensions of Learning*, flexible block scheduling, heterogeneous grouping and curriculum integration. The Integrated Pupil Services Action

Implementation of structure, policy, and planning procedures developed in Milestones I and II were maintained or revised. The School Improvement Team (SIT) was expanded to reflect Riverview's underlying values of school improvement. Organization of the school and the staff's role and function as well as the composition, structure, and operation of the SIT team reflects the school's vision and underlying values. This vision drives the operation of school improvement and involves the following:

Expectations for all students - a diverse group with varying strengths and needs - are to be high. The immediate school community, i.e. principals, teachers, parents, and local businesses, create the conditions for achieving student success. The Caroline County Board of Education and Superintendent have empowered the school, and the school community, to accept and fulfill the responsibility to help all of the students achieve excellence. Planning for the improvement of the school is an ongoing process that is cyclical in nature, contingent upon indicators of progress, and striving continuously toward what is best.

Underlying Values of School Improvement

School Improvement:

- is equitable for all

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Organization

Milestones III Months 19-36 (Cont.)

CASS, the Cass Steering Committee and the CASS Advisory Committee.

Community Agency School Support Steering Committee

The Community Agency School Support Steering Committee was restructured to include the LEA Assistant Superintendent for Instruction and School Administration as chair and the chief administrator of participating county agencies.

Cass Advisory Committee

The CASS Advisory Committee was expanded to include representatives of all participating government departments, private agencies, and partnerships, along with members from two CASS expansion feeder-school clusters sites.

CASS Coordinator

The position of Community Agency School Support (CASS) Coordinator was institutionalized. A revised policy on position funding enabled participating feeder cluster schools to commit a portion of an instructional position to support the twelve month CASS Coordinator position. The position identifies and accesses community support services and resources for early adolescents and their families.

stages. Two different non-administrative staff members chaired the SIT and the writing team.

Primary Assessment Committee

During the 1992-93 school year, adjustments were made in the size and areas of representation on the PAC to increase its operational efficiency. Additional roles were assumed by the chairperson, a full time nonteaching program manager, in order to enhance the school's level of support services for students and parents. These changes are described under the "Comprehensive Service Delivery" section. The PAC continued to meet on a weekly basis during the school day.

Other School Committees

At the beginning of the 1992-93 school year, all staff members were encouraged to serve on one of several committees organized by SIT in concert with the principal. Committee meetings were scheduled once a month after school. During periods of high activity, a committee met more often, and members accepted tasks to complete individually or with a small group. Committee chairs reported their plans and activities to the SIT for approval.

Parent Advisory Board

This group met on a monthly basis to provide input into school policies and procedures.

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Organization

Milestones III
Months 19-36
(Cont.)

Team established an ad hoc committee on student management and added a coordinator for Student Service Learning Projects to the Action Team.

The SIT worked with the Area Assistant Superintendent of Instruction to establish a committee of staff, students, parents, and community representatives to select a principal candidate to recommend to the system superintendent.

students;
- requires systematic planning;
- includes members of the entire school community in the planning process;
- reflects the knowldege base on effective schooling and teaching;
- is measured against the standards as described in The School Improvement Plan;
- supports instruction to help all students solve problems, be creative, and work coorperatively;
- promotes experiences for all students that go beyond academics to include activities that help build self-esteem;
- is supported by all of the energy and resource available.

Our School andTeachers:
- view all students as having the potential to be successful;
- are empowered to make instructional decisions to help students to achieve the outcomes described in the curriculum;
- can articulate our own improvement mission and develop plans to accomplish those missions;

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	Brunswick Middle School	Canton Middle School
Organization		
Milestones III Months 19-36 (Cont.)	*Technology Education and Home Economics Committees* Subcommittees were established in technology education and home economics to collaboratively plan with LEA Central Office personnel revisions to curriculum and instruction in career technology and home economics education. *Instructional Leadership* The role of the Instruction Team Leader was empowered to manage learning time allocations within instructional teams to further enhance flexible scheduling. The role of Department Chairperson was empowered to manage the testing and assessment components of the school improvement plan.	
Identification of Needs		
Milestones I Months 1-12	SIT subcommittees identified needs based on data analyses of state, local education agency (LEA) and school measures of student and school performance and perceptual surveys of staff, students, and the community.	Prior to the project, the school identified needs based on teacher feedback, central office mandates, test score and attendance information, and principal's priorities. When the program was implemented, the identification of needs became more systematic, data based and comprehensive. The SIT identified needs based on data analysis of the Maryland School Performance Program (MSPP), other student outcome data, and other data indicators, such as parent perceptions, school climate, teacher and student perceptions,

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Middle River Middle School	Riverview Middle School	
		Organization
	• will drive the school improvement effort - others outside of our school can assist us withthose efforts; • are accountable for helping all students to be successful. Our School Community will assist all students toward optimal: a. Health development b. Personal development c. Interpersonal development d. Academic development e. Career development	**Milestones III Months 19-36 (Cont.)**
Prior to the project, the school identified needs based on teacher needs assessment, central office and school administration priorities, test score and attendance information. When the program was implemented, the identification of needs became more systematic, data-based and comprehensive. The SIT identified needs based on data analysis of the Maryland School Performance Program (MSPP), other student outcome data, and other clarifying data indicators such as parent perceptions, school	A series of school committees such as budget, schedule, staff development make decisions/recommendations of action to the SIT. The principal chairs the SIT and presents data and considerations for informed decisions. Initially, needs were identified through the Self-Assessment Instrument on Middle Learning Years Education , Middle Grades report *What Matters in the Middle Grades, Turning Points,* and Maryland School Performance Program (MSPP) indicators.	**Identification of Needs** **Milestones I Months 1-12**

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	Brunswick Middle School	Canton Middle School
Identification of Needs		
Milestones I Months 1-12 (Cont.)		and teacher and student performance.
Milestones II Months 13-18	*Governor's Mathematics/Science Initiative* Needs for improved student (K-12) achievement and involvement in mathematics and science were identified based on the LEA Criterion-Referenced Evaluation System (CRES), the Maryland Functional Test Program, and Maryland School Performance Assessment Program (criterion-referenced assessment) data, course enrollment, and perceptual information.	As a result of the Maryland School Performance Program Report that was disseminated in November, the need to change attendance procedures, specifically procedures for handling lateness, was identified. The low scores in all portions of the report reinforced the need to establish priorities in each test area.
Milestones III Months 19-36	The structure and procedures for the identification of needs from Milestones I and II were maintained, refined, and expanded. An independent survey of students' perceptions of changes in school culture and climate was conducted. The administration of the Effective Schools Perceptual Survey of Students, Parents and Staff was revised to a census administration, rather than a random sample, to enhance the data base for needs identification. Parents participated in the analysis of data and the identification of needs. The SIT approved the administration of an instrument to assess school climate, communica-	The most extensive needs assessments to date occurred during this period both in order to prepare the school community for its responsibilities as a Challenge School and to determine if major needs identified at the start of the Carnegie project had altered. Results from the varied assessments caused the staff to focus heavily upon student achievement priorities in its Challenge School Improvement Proposal submitted in July 1993. Data that were analyzed included: • The 1992 Maryland School Performance Program Report, with a concentration on

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Middle River Middle School	Riverview Middle School	
		Identification of Needs
climate, teacher and student perceptions, and student pupil services needs assessment.		**Milestones I Months 1-12 (Cont.)**
The student needs assessments data collected during the first year of the project guided the work of the school during the second year. MSPP data, as well as other objective data (e.g., office referrals, suspensions, grades), were examined to determine if other needs arose. The Pupil Services Action Team summarized all pupil service needs to determine if any other additional programming was needed.	Needs continue to be identified based on the accomplishment of goals and objectives in the School Improvement Plan. As needs arose school committees were established to develop plans and solutions. Currently there are five committees operating to facilitate activities involved with the School Improvement Plan.	**Milestones II Months 13-18**
The SIT team reviewed end of the year data including the Maryland School Performance Report, Maryland School Performance Assessment Program, quarterly report card grades, office referrals, and suspensions to determine if other needs arose and the degree of change within the need areas. Action teams reviewed the data and feed-back from the SIT to corroborate the findings. The Instructional Enhancement Action team and the Home-Base Advisory (HBA) surveyed staff and students quarterly and used the results to identify additional organizational structures needed to continue the staff development and the Home-	Identification of Needs continued as an on-going process. Initial needs identification were established during the beginning of the project with the Middle Learning Years self-assessment instrument. As part of the formative assessment of the school improvement plan, needs were assessed as a continuous on-going process. The school's data base and established procedures contributed to the needs assessment. Activities were initiated or modified as needs arise based upon the implementation of the School Improvement Plan (SIP).	**Milestones III Months 19-36**

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	Brunswick Middle School	Canton Middle School
Identification of Needs		
Milestones III Months 19-36 (Cont.)	tions, middle grade school reform implementation, and student achievement from the Center for Prevention Research and Development. An independent contractor will train survey administrators and provide school-based analyses relative to participating schools nationwide. Data from the Maryland School Performance Assessment Program (MSPAP), a criterior-referenced performance assessment, and the Frederick County Criterion Reference Evaluation System, provided data for the identification of needs for school improvement planning. The report of an independent committee on Middle Grades Science Education appointed by the LEA Superintendent provided information for planning a school-based realignment of the science program.	disaggregated results • Central office attendance, suspension, and discipline records • Challenge School Initiative Review Team information collected through staff and student interviews • Repeated school climate and student needs surveys of the entire student body, and a new survey seeking student recommendations for improving any aspect of the school program or environment.
Development of Priorities		
Milestone I Months 1-12	Subcommittees of the SIT prioritized needs based on the results of data analyses. The SIT reviewed and endorsed the priorities submitted by the subcommittee.	The SIT identified needs and made recommendations based on data analysis. SIT members took back the information to their instructional teams, brought the teams' feedback to the group, and prioritized needs.
Milestones II Months 13-18	Priorities established during *Milestones I* were maintained. The Mathematics/Science Initiative priorities were collaboratively	As the school began to implement its plan, several issues arose which generated much discussion. As a result, these related priorities were

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Middle River Middle School	Riverview Middle School	
		Identification of Needs
Based Advisory (HBA) programs. The School Improvement Plan was revised to address new and refined needs.		**Milestones III Months 19-36 (Cont.)**
		Development of Priorities
The SIT identified needs and made recommendations based on data analyses. SIT team members took back the information to the faculty, brought back feedback, and prioritized needs.	The interdisciplinary teams, the school committees and the SIT developed priorities initially in terms of above-named assessment instrument and reports data. Based upon the priorities, the SIT developed the School Improvement Plan (SIP). New priorities are determined in terms of the goals and objectives of the SIP and additional issues and problems that arises.	**Milestone I Months 1-12**
Priorities remained constant, with the major focus on interdisciplinary team development and the Homebase Advisory Program.	Decision making processes and procedures were established. Interdisciplinary teams were involved in decision making and in	**Milestones II Months 13-18**

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	Brunswick Middle School	Canton Middle School
Development of Priorities		
Milestones II Months 13-18 (Cont.)	developed by the feeder area schools' Steering Committee.	identified: • weekly after school SIT meetings would need to continue to facilitate the school improvement process. • the dual committee structure needed to be revamped. Major schoolwide committees needed to be integrated into SIT. Existing SIT committees needed to attract the participation of non-SIT staff. Determining feasible subcommittee meeting times became a priority. • additional staff development time would be needed to enable the school to meet its goals • the plan needed to be modified to reflect the school's strong commitment to addressing specific Maryland School Performance Program (MSPP) outcomes
Milestones III Months 19-36	Priorities established for Milestones I and II were maintained and/or revised. The SIT submitted priority focus areas identified as needs to the school staff for review, selection and ranking for inclusion in the school improvement plan. SIT subcommittees revised the School Improvement Plan to focus on three themes--climate, achievement, and communications.	*1992-93 School Year* Priorities established during Milestones I and II were maintained throughout the school year, but with a recognizable shift toward heightened emphasis on the student achievement goal. Gaining increased parental support and involvement in school activities became a major focus as well. *1993-94 School Year* Priorities for the next school year were established by the SIT based

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Middle River Middle School	Riverview Middle School	Development of Priorities
	making recommendations to the SIT. A philosophy on restructuring was established delineating interdisciplinary team expectancies: • operate independently; • be responsive to their data; • be flexible in approach; • be creative and innovative. A mission statement was developed to guide the actions of School Improvement Plan to insure that all activities contributed to the development of the mission.	**Milestones II Months 13-18 (Cont.)**
Priorities remained constant focusing on academic achievement and school climate. Refinement of the priorities based on data added the *Dimensions of Learning* and integrated thematic instruction along with Interdisciplinary Teaming to address student achievement. Continued focus on Home Base Advisory, building enhancement, student recognition, student management and parent endorsement addressed the school climate priority.	The system for the development of priorities as established in Milestones I and II were maintained. The development of priorities, processes and procedures are established as part of the goal-setting process. The established process was maintained. Priorities may be revised or newly established as part of the formative assessment process or as needs related to the School Improvement Plan may arise.	**Milestones III Months 19-36**

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	Brunswick Middle School	Canton Middle School
Development of Priorities		
Milestones III Months 19-36 (Cont.)		upon constant input from staff and considerable student data derived from reports, surveys, and class discussions. Those having significant school restructuring implications included: • Cross-age grouping. Teams will be established without regard to age, grade, or ability levels. • Special education inclusion. All special education students will be reorganized into the team structure on a full inclusion basis. Special education teachers will be attached to each team. • Mathematics separate from the team structure. Students will leave the team each day for mathematics and be regrouped according to individual skills and needs. • A.M. school. An extra period will be added to the beginning of the school day for students entering the school from an elementary site. • Increased time in language arts for every student.
Planning		
Milestones I Months 1-12	Representatives of the MSDE met with a representative of the (LEACO) and the school principal to review existing plans developed	The School Improvement Plan (SIP) was developed to address the identified priorities. The plan included goals/objectives, time

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Middle River Middle School	Riverview Middle School	
		Development of Priorities **Milestones III Months 19-36 (Cont.)**
		Planning **Milestones I Months 1-12**
The SIT developed the plan to address the identified priorities. The plan included goal/objectives, time lines, and persons respon-	The interdisciplinary teams, school committees and the SIT made instructional decisions. Independent team decision-making for	

Carnegie/MSDE/LEA Comprehensive School Improvement Initiative

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	Brunswick Middle School	Canton Middle School
Planning		
Milestones I Months 1-12 (Cont.)	by the SIT for school-based school improvement and to examine prospects for an expanded, comprehensive approach to address school and central office issues related to improved student performance. A timeline for staff orientation and decision making related to the expanded approach and the administration and analysis of data from a Self-Assessment Instrument on Middle Learning Years Education was devised. The School Improvement Plan (SIP) was developed by the SIT and approved by the faculty.	lines, and persons responsible. Subcommittees were created to facilitate the implementation of individual priorities.
Milestone II Months 13-18	Planning procedures established during *Milestones I* were operationalized. The School Improvement Plan was developed by the SIT and approved by Brunswick faculty. SIT subcommittees developed plan implementation budgets and submitted to the SIT for approval. Meetings of the Mathematics/Science Initiative Committee were conducted to identify needs and develop a comprehensive outcomes-based plan.	Additional SIT committees were formed to facilitate the implementation of specific activities in the school plan.

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sible. Action committees were formed to facilitate the implementation of the individual priorities.	instructional areas and shared administrative/team decision-making for additional administrative decisions were operationalized.	**Milestones I Months 1-12 (Cont.)**
Action teams developed detailed monthly implementation plans with a calendar of all events. Each Action Team developed an operating budget based on their plan. Plans were refined based on the final negotiated budget by the SIT. The Instructional Enhancement action team: • planned and implemented monthly grade level interdisciplinary team meetings that included encore teachers. • established an ad-hoc subcommittee to develop, assess, and revise the differential staffing proposal for the 1992-1993 school year. • established a subcommittee to develop an interdisciplinary	Individual interdisciplinary teams planned for team decision making concerning the following: • interdisciplinary units • student activities • scheduling • grouping • interaction with parents • activities related to team climate, and • service activities Interdisciplinary teams shared decision making in terms of: • staff selection • staff allocation • goal-setting • budget expenditures • school improvement	**Milestone II Months 13-18**

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	Brunswick Middle School	Canton Middle School
Planning		
Milestones II Months 13-18 (Cont.)		
Milestones III Months 19-36	Planning procedures were modified by the establishment of a revised timeline for the development and submission to the LEA of the school improvement plan. The adjusted timeline allowed the SIT to revise and submit the school improvement plan at an earlier	Each weekly SIT meeting agenda was established at the end of the preceding session through group input. Other staff had an opportunity to request time on the agenda. The principal often added items during the week. The final agenda was published in the daily bulletin

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curriculum model using funding from the Governor's Mathematics/Science Initiative. • created a subcommittee to direct the staff development for the Instructional Framework. The Pupil Services Action Team revised its referral process to include a collaborative staff of teachers working with other interdisciplinary team members to address student performance concerns prior to administrative or pupil services/interagency referral. The Homebase Advisory Action team revised their original advisory schedule from twice weekly to once weekly. Both the Pride and Image and Parent-Community action teams divided into sub-teams. The S-BCSIC committeedeveloped an action plan and timeline for the MRMS School-Based Comprehensive School Improvement Center.		**Milestones II Months 13-18 (Cont.)**
The SIT developed detailed monthly implementation plans with a calendar of all events. The SIT developed the master calendar of meetings for the school year and included the monthly meetings of action teams, departments, and grade levels. The calendar in-	The SIT employed a model planning process that included data from a pupil services planning team, comprehensive data collection from the Riverview designed data-base, an analysis process, and goal identification based upon all above-mentioned information and	**Milestones III Months 19-36**

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	Brunswick Middle School	Canton Middle School
Planning		
Milestones III Months 19-36 (Cont.)	data and facilitated implementation at the beginning of the academic year.	to inform all staff of items being discussed. School committees met on a monthly basis or more frequently as needed to plan appropriate activities for staff and students. The SIT reviewed and reacted to these plans. Planning for the School-Based Comprehensive School Improvement Center was advanced; specified center offerings were prepared and piloted. When the opportunity to participate in the Challenge Schools Program was presented to Canton, the SIT decided that a separate writing team should develop the School Improvement Proposal that would direct most school efforts during the next year. The media specialist offered to serve as chairperson and was endorsed by the SIT, principal, and writing group for this task; MSDE provided a consultant. Composed of many SIT members, the new planning team studied research and school data on the topic; gained input from external reviewers, staff, students, and parents; referred to the current School Improvement Plan for connections; checked cost factors; constructed the proposal; and submitted it to the SIT, principal and Maryland Business Round Table representative for approval. After minor changes were made, it was forwarded to the Challenge Schools Program office at MSDE. The writing team and principal,

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Planning

Milestones III
Months 19-36
(Cont.)

cluded two regular SIT meetings per month with additional days allocated if needed. All after-school events planned by the action teams and interdisciplinary/encore teams were included on the master calendar.

Action teams continued to develop detailed monthly implementation plans. Each action team planned their budget based on their portion of the School Improvement Plan. Budget plans were refined based on the final negotiated budget by the SIT.

Action teams developed detailed monthly implementation plans.

The Instructional Enhancement action team:

- continued planning monthly grade level interdisciplinary team meetings including encore teachers
- continued the Instructional Framework (IF) subcommittee to plan the IF staff development
- used the action team subcommittees to plan the staff development and implementation of the *Dimensions of Learning*, flexible block scheduling, heterogeneous grouping, and inclusion
- planned second level staff development for teaming

evaluation of accomplishment of goals and objectives in the school improvement plan. The school goals and school improvement plan are articulated as a result of the planning process each year. The school improvement planning team describes its plans for the coming year relative to each factor: instructional organization, instructional methodology, assessable outcomes, school climate data descriptions, and problem areas chosen as goals that have been included in this phase of the school improvement plan. Plans for a School-Based Staff development Center have been established.

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	Brunswick Middle School	Canton Middle School
Planning		
Milestones III Months 19-36 (Cont.)		assisted by SIT, proceeded to list tasks that would have to be accomplished during the summer to enable the staff to implement the proposal in the Fall of 1993. More than half of the faculty signed up to work on one or more of the tasks, including the development of nongraded curriculum for each subject area.
Implementation		
Milestones I Months 1-12	The SIT recommended participation to the faculty for approval. The faculty endorsed participation. Orientation to the Self-Assessment Instrument on Middle Learning Years was conducted. A data analysis design was collaboratively developed by the SIT and the TAT. The instrument was administered and the resulting data, along with	The SIT developed the outline for the change process, gathered faculty input, and then finalized implementation. The Self-Assessment Instrument on Middle Learning Years was used and the data analyzed. The SIT then decided what additional data were needed, approved instruments, developed implementation plans,

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		Planning
The Home Base Advisory Action Team developed procedures for the Interdisciplinary teams to use to identify HBA groups. The Action Team also planned the reorganization of the HBA curriculum to differentiate the activities by grade level and to provide more flexibility for the advisors to select appropriate lessons. The Pupil Services Action Team, a subcommittee dealing with student performance and involvement concerns, changed it's name from the Coordinating Council for Student Services (CCSS) to Teacher Student Support Team(TSST). Sub-committees for the Pride and Image and Parent-School-Community were maintained. The Governor's Mathematics / Science Initiative "Project Team" planned to implement the project in sections for 7th and 8th grades.		**Milestones III Months 19-36 (Cont.)**
		Implementation
The SIT with the assistance of the TAT developed the procedures for the change process and gathered faculty, student, and parent input. After the data from the MSPP and The Self-Assessment Instrument on Middle Learning Years were analyzed, additional information was collected from the Anne Arundel County Climate Surveys	The interdisciplinary teams, school committees and the SIT were involved in independent decision-making in implementing their instructional decisions and shared decision-making in implementing administrative decisions. These structures, practices, and procedures exemplifying new roles and relationships were developed and	**Milestones I Months 1-12**

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	Brunswick Middle School	Canton Middle School
Implementation		
Milestones I Months 1-12 (Cont.)	data from district and school performance and perceptual surveys of staff, students, and the community, was analyzed. Seven subcommittees of the SIT chaired by the SIT members reviewed data and submitted priorities for consideration by the SIT and faculty. The SIT and SIT subcommittees conducted biweekly meetings to plan and implement school-based improvement activities. An on-going program of professional development was conducted at the state and school levels to facilitate program planning and implementation.	and gathered and analyzed climate and perception data. Attendance and achievement data were also examined within the constraints of the data that were available to the school. A data subcommittee was formed and given lead responsibility for data analysis. Assessment information and teacher input were used to develop the SIP. Additional subcommittees were developed in response to identified priorities of the plan. Subcommittees met as needed to achieve the goals of the plan. An ongoing program of professional development was conducted at the state and school levels to facilitate program planning and implementation.
Milestones II Months 13-18	The School Improvement Plan, developed by the SIT and approved by the faculty, was implemented. The SIT was further empowered by the Administrative Team to make decisions and conduct school improvement activities. The roles of the SIT and the SIT leader were refined, published, and disseminated. School improvement budget planning was defined as a function of the SIT. Issues related to county school improvement policies and	Several collaborations facilitated the implementation of the school improvement plan: • additional staff development time was approved by the Central Office • the MSDE Technical Assistance Team (TAT) provided increased services and support • Canton became a "Maryland 2000 Charter School" • additional funding was obtained through grants to support identified priority areas.

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Middle River Middle School	Riverview Middle School	Implementation
and the MSDE Pupil Services Surveys. Each subcommittee was responsible for collecting a different aspect of the data — student achievement, student behavior and perception, teacher behavior and perception, and parent perception. The data analysis was integrated and general patterns discerned. Priorities developed from the general pattern areas of concern. Action committees were formed to address each of the concern areas: home base advisory; parent, community and business outreach; instructional enhancement; integrated pupil services; and student recognition and pride. An ongoing program of professional development and planning was conducted at the state and school levels to facilitate program planning and implementation.	implemented.	**Milestones I Months 1-12 (Cont.)**
The SIT, with the assistance of the technical assistance team, revised its operating procedures, gathered additional data and information, and worked on school-wide problems related to the implementation of the operating plan. Action and interdisciplinary teams implemented activities. An ongoing professional development was conducted at the state and school levels to facilitate program planning and implementation.	Instructional decision making byteam continued. An operational model for decision making was developed delineating roles and relationships involving processes and procedures. The principal provided data and considerations for informed decisions. The Interdisciplinary Teams, made decisions/recommendations to the SIT and School Committees. The School Committees (budget - schedule - staff development) made decisions/	**Milestones II Months 13-18**

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	Brunswick Middle School	Canton Middle School
Implementation		
Milestones II Months 13-18 (Cont.)	procedures were addressed by the SIT with LEACO personnel. The Technical Assistance Group (TAG) met to provide resource assistance to the Mathematics/ Science Initiative Committee.	
Milestones III Months 19-36	Implementation of structures, policies and procedures were maintained or revised. The SIT received expanded professional development in roles, policy development, planning, leadership and transitioning. The School-Based Comprehensive School Improvement Center (S-BCSIC) was developed and instituted by the SIT. Related materials, presentations and technical assistance were made available to educators in the LEA, state and nation. The Student School Improvement Team was planned and implemented. Parent participation in the SIT was operationalized. Role empowerment for Instructional Team Leaders and Department Chairpersons was implemented in instructional time management and test and assessment coordination respectively. The Technology and Home Economics Instructional Planning Committees were operationalized.	The current school improvement plan was implemented by the coordinated efforts of the SIT, committee members, instructional teams, school administrators, project managers, citizens, and support staff. The central office continued its commitment of providing additional staff development time throughout the year. Numerous agencies provided funds to support implementation of specific program components described in later sections. One primary example was intensive training of the Mathematics Department staff through aid from an MSDE grant. The 1993-94 Challenge Schools Proposal will, if funded, serve as the basis for implementing restructuring strategies aimed directly at improved student achievement of all disaggregated groups.

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Middle River Middle School	Riverview Middle School	Implementation
	recommendations to the SIT. The SIT made decisions based on all input.	**Milestones II Months 13-18 (Cont.)**
The SIT with the assistance of the technical assistance team refined the role of the principal as a SIT team member. Roles for SIT members including facilitator, coach, summarizing secretary, time-keeper and agenda developer were assumed (volunteers). The SIT used action team data, end of the year student achievement and involvement data, and perceptual data to revise the School Improvement Plan. The SIT continued to expand its decision-making power and to address school-wide problems related to implementing and operationalizing the school improvement plan. Implementation of block scheduling enabled the expanded interdisciplinary teams to meet daily and the encore team to meet weekly. The weekly restructured day continued to enable the total staff to be integrally involved in school improvement through action team, interdisciplinary teams and staff development.	The operational model for decision-making and goals for the school improvement plan have been implemented. Strategies and models developed during the first 18 months of the MGSSPI project have been established and implemented. The School-Based Staff Development Center concept has been implemented. Structures, policy, and planning procedures have been implemented and articulated across the school community and central office. The goals of the School improvement plan have been operationalized.	**Milestones III Months 19-36**

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	Brunswick Middle School	Canton Middle School
Evaluation		
Milestones I Months 1-12	An independent contractor conducted formative and summative evaluations of project progress based on reviews of school and state documentation and interviews with project participants at all levels. The School, the LEACO, and the TAT submitted periodic reports on project progress using a format designed by the State School Improvement Action Team (SIAT). Reports of progress were developed by the independent contractor, the SIT and the MSDE.	An independent contractor conducted formative and summative evaluations of project progress based on interviews with project participants from all areas and the review of school and state documentation. Periodic reports on the project's progress, which were completed by the school team in conjunction with the local education agency central office (LEACO) liaison and the TAT, were submitted using the format established by the State School Improvement Action Team (SIAT). Additional progress reports were developed by the independent contractor, the SIT, and the MSDE.
Milestones II Months 13-18	Subcommittees of the SIT conducted periodic reviews of plan implementation activities and adjusted timelines as appropriate. Progress was reviewed by the SIT. The Mathematics/Science Initiative Committee reported planning progress to the Technical Assistance Group. An independent contractor conducted interviews with school and SIT personnel on progress toward achieving project outcomes. Progress reports were collaboratively developed by the SIT and submitted to the MSDE.	Periodic assessments of progress occurred at SIT meetings. Team leaders provided input on specific activities undertaken by their cross-disciplinary teams. The status of the school's mathematics program was reviewed in preparation for planning and implementing the mathematics initiative. The independent contractor conducted interviews with administrators, students, and teachers. Additional progress reports were completed by SIT and MSDE collaborators.

Structure, Policy, and Planning Procedure

Middle River Middle School	Riverview Middle School	Evaluation
An independent contractor conducted formative and summative evaluations of project progress based on interviews with project participants from all areas and the review of school and state documentation. Periodic reports on the project's progress, which were completed by the SIT in conjunction with the local education agency central office (LEACO) liaison and the TAT, were submitted using the format established by the State School Improvement Action Team (SIAT). Additional progress reports were developed by the independent contractor, the SIT, and the MSDE.	Formal and informal evaluations were conducted. For informal feedback staff shared impressions and results concerning effectiveness of decisions, practices and procedures.	**Milestones I Months 1-12**
The independent contractor continued to conduct formative and summative evaluations of project progress based on interviews with project participants from all areas and the review of school and state documentation. Combined reports on the project's progress were submitted by the SIT and central office liaison using a new format developed by the State School Improvement Action Team. The Homebase Advisory and Instructional Enhancement teams conducted ongoing monitoring and formative evaluation to determine levels of their initiatives' imple-	Formative assessment reports are made periodically concerning progress of the project. The reports are completed by the SIT in collaboration with LEACO and State TAT. Reports are submitted based upon progress in each of the outcome areas. An independent evaluator also continued to collect data concerning the project's progress.	**Milestones II Months 13-18**

Structure, Policy, and Planning Procedure

	Brunswick Middle School	Canton Middle School
Evaluation		
Milestones II Months 13-18 (Cont.)		
Milestones III Months 19-36	The evaluation components of Milestones I and II were maintained and revised. An independent contractor's formative and summative evaluations of project impact were revised to include school-based observations and perceptual surveys. The SIT approved the contracting of a second independent evaluation to assess project progress, school climate, implementation of middle grades reforms, communication and student achievement. (University of Illinois Center for Prevention Research and Development) The SIT collaborated with the Maryland State Department of Education in documenting and reporting the processes of school-based comprehensive school improvement.	Attendance, suspension, and discipline data collected and reported by the central office confirmed that the school's efforts to establish a stable, supportive infrastructure had been successful in reducing negative trends in all target areas. Attendance had risen for two consecutive years while discipline incidents had declined. No improvements in student achievement as measured by the MSPAP were found; substandard results were reported. An independent contractor previously involved as an external evaluator in the school improvement project adjusted his technique at the school's request from that of interviewing selected staff and students to observations of instruction. After a class, he received student perceptions of the lesson, and provided this feedback with his own remarks to each team member. Other evaluation components of Milestones I and II were maintained, including the SIT's regular evaluation of ongoing school activities and its collaboration with MSDE in documenting the effects of structural, policy, and planning initiatives.

Structure, Policy, and Planning Procedure

Middle River Middle School	Riverview Middle School	Evaluation
mentation. All program modifications developed from these evaluations.		**Milestones II Months 13-18 (Cont.)**
The independent contractor continued to conduct formative and summative evaluations of progress based on interviews, observations and review of school documentations. The independent contractor presented the evaluation results to the SIT and the SIT provided feedback to the staff.	The evaluation components of Milestones I and II have been maintained or revised. An independent contractor conducted formative and summative evaluation of project progress based on interviews of project participants and students in respective schools. Additional information concerning Riverview's data base areas were also utilized. School-based observation and perceptual surveys were added to formative and summative evaluation. Periodic progress reports were compiled by principal and School Improvement Team and Technical Assistant Team. The School Improvement Team and interdisciplinary teams reviewed progress of the school improvement plan. Progress is monitored in terms of the goals of the school improvement plan.	**Milestones III Months 19-36**

Comprehensive Service Delivery

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Organization		
Milestones I Months 1-12 (See Appendix A)	A multi-agency integrated Community Agency Support Team (CAST) identified, accessed, and facilitated the coordination of comprehensive support services for students and their families. The local education agency central office (LEACO) liaison initiated and facilitated local interagency planning. The Interrelated Services Subcommittee of the School Improvement Team (SIT) and chaired by the Assistant Principal, a member of the SIT, served as the school's long term planning group and met on a monthly basis. The CAST initiative served the Brunswick feeder area which includes Brunswick Middle School, the feeder elementary schools, Brunswick Elementary and Valley Elementary and Brunswick High School. Four Teams comprise CAST: **Individual School Team** (Student Cases) Principal School Support Teacher Guidance Counselor Appropriate Classroom Teachers Each of the four schools in the feeder area has an individual school team in place and functioning. Students who experienced difficulties in school were referred to the Individual School Team (IST) on a regular basis. Direct referral team meetings may have involved the classroom teacher, the guidance counselor, the school support	The Pupil Services Team, which is the Interagency Model, was called the Primary Assessment Committee (PAC) and served as a subcommittee of the School Improvement Team (SIT). The PAC was comprised of the following school staff: two counselors, two assistant principals, special education department head, part time nurse, and part time social worker. In addition, a half time mental health counselor and a part time pediatrician funded through special programs were housed part time in the school and were members of the team.

Comprehensive Service Delivery

Middle River Middle School **Riverview Middle School**

Organization

Members of the Interagency, Maryland Student Assistance Program (MSAP), Administration, Special Education, and Pupil Services teams served on the Coordinating Council for Student Services. This council provided a means of accessing and coordinating services available to Middle River Middle School (Middle River Middle) students by the different programs. Services to individual students were monitored through a new computerized tracking system.

1) Pupil Services Program provided comprehensive and integrative prevention and intervention services to students. These included services by: guidance counselors, differentiated staffing resource teachers, reading specialist, school psychologist, speech and language specialist, nurse, special need facilitator, and pupil personnel worker.

2) MSAP provided identification and intervention services to students suspected of drug/alcohol involvement. These include services by MSAP trained teachers, special needs facilitator, guidance counselor, nurse, youth counselor, and school psychologist.

3) Interagency Program identified and provided services to

The Riverview Middle School Pilot Health Model Program was organized around a nurse practitioner as the focal point of the program. The nurse practitioner had joined with the guidance program at Riverview to provide comprehensive services for students. The program provided preventative care, treatment services, and referrals to outside agencies.

Each Interdisciplinary Team may have had direct involvement with various local agencies on issues relevant to individual students and families. This involvement of teachers, students, families, and agencies brought services closer to those who were directly involved with students.

Milestones I
Months 1-12
(See Appendix A)

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Organization		
Milestones I Months 1-12 (Cont.)	teacher, a special education teacher or any staff person who had been working with the student or who could have provided assistance to the student. Parents were often involved in these teamings. Usually these teams met weekly or as often as necessary. Other school staff members were involved in the student teamings when appropriate. Pupil personnel workers, itinerant teachers and psychologists worked closely with the school when needed. Some schools have community liaisons working with families in the communities. **School Support Team/Pupil Service Team** Case Manager/Coordinator Pupil Personnel Worker School Psychologist Health Technician Community Liaison Itinerant Services The School Support Team was comprised of those individuals who provided service and support to students and families. This team will provide technical assistance to the individual school team in regard to the students and families for whom they were providing services. The Case Manager/Coordinator was the key individual in coordinating and managing all student and family referrals in the feeder area. The individual was responsible for contacting and initiating services from other support	

Comprehensive Service Delivery

Middle River Middle School **Riverview Middle School**

Organization

Milestones I Months 1-12 (Cont.)

students who show evidence of special needs related to factors outside the school setting. These included services by: special needs facilitator, social worker, drug counselor, youth counselor, and developmental pediatrician.

4) Special Education Program provided the educational program or augmented the program for students who qualify for special education services.

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Organization		
Milestones I Months 1-12 (Cont.)	agencies. Once a student or family had been selected for assistance, the Case Manager/Coordinator tracked this family until services were withdrawn or the student graduated from high school. The pupil personnel worker, the psychologist, the health technician, the community liaison person, and the itinerant teachers' job descriptions remained as written in the Frederick County Handbook for Pupil Services. The School Support Team was housed in the feeder area and be easily accessible to school staffs and parents. These teams were located in a school where there is space available or at a site located in the feeder area community. **Agency Support Team** Health Department Mental Health Department Department of Juvenile Services Social Services Court/Legal System **Community Support Team** Local Government Churches Youth Organizations Service Clubs	
Milestones II Months 13-18	The title, Community Agency Support Services (CASS), was adopted. The position of CASS Coordinator was developed to coordinate interagency service delivery to students and families and to facilitate interagency	Several members were added to the Primary Assessment Committee (PAC). A coordinator was hired to chair PAC meetings, facilitate the committee's activities, and to serve as the case manager. Both the Department of Social Services and

Comprehensive Service Delivery

Middle River Middle School	Riverview Middle School	Organization
		Milestones I Months 1-12 (Cont.)
Representative members from the interagency program, Maryland Student Assistance Program (MSAP), Administration, Special Education, and Pupil Services team continued to serve on the Coordination Council for Student Service	The Middle School Health Pilot program continued its implementation with the nurse practitioner as the focal point in providing direct services to student and for referrals to outside agencies. Also, each interdisciplinary team contin-	**Milestones II Months 13 - 18**

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Organization		
Milestones II Months 13-18 (Cont.)	communication, needs assessment, and planning.	the Juvenile Services Administration designated a representative to attend team meetings and function as a liaison with each agency. The director of a community recreation/counseling program attended the meetings as needed. The PAC coordinator was assigned a room, which was designated as the PAC room. It was the office of the coordinator and the site of the meetings. Students were encouraged to drop in and discuss concerns. Parenting sessions and other activities were held in the room. The PAC coordinator represents PAC on the SIT.

Comprehensive Service Delivery

Middle River Middle School **Riverview Middle School**

Organization

Milestones II Months 13-18 (Cont.)

(CCSS). The council continued to coordinate and assess services to students. To maximize prevention services, the CCSS added an intermediate step in its referral process in which teachers worked collaboratively with other interdisciplinary team members to address student performance concerns prior to administrative or pupil services referral.

Services to individual students continued to be monitored through a refined computerized tracking system.

The CCSS teams increased direct services to students through group counseling addressing additional topics, issues, and needs.

1) The Pupil Services Team continued to provide comprehensive/integrative services to students. Both prevention and intervention programs and services were implemented by guidance counselors, differentiated mathematics and language arts staffing resource teachers, reading specialist, school psychologist, speech/language specialist, nurse, special needs facilitator, and pupil personnel worker.

2) The Maryland Student Assistance Program (MSAP) continued to provide identification and intervention services to students sustued the practice of direct involvement with outside local agencies whenever relevant to students' needs and interests.

Midyear into the program, the nurse practitioner resigned. Replacement of full time coverage with a practitioner was not possible, thus the model was modified to provide one day a week with a nurse practitioner and two days per week with a registered nurse.

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Organization		
Milestones II Months 13-16 (Cont.)		

Comprehensive Service Delivery

Middle River Middle School **Riverview Middle School**

Organization

Milestones II Months 13-18 (Cont.)

pected of drug/alcohol involvement. New MSAP team members were trained as well as 8th grade students. The MSAP team continued to be staffed by trained teachers, special needs facilitator, guidance counselor, nurse, youth counselor, and school psychologist.

3) Interagency staff continued to provide direct intervention services for students who show evidence of special needs related to factors outside the school setting. Services continued to be provided by the special needs facilitator, drug counselor, youth counselor, and developmental pediatrician. Social work services were no longer provided.

4) The Special Education program continued to provide direct services or support to the regular education program for students who qualify for special education services.

5) Direction of the Integrated Pupil Services Team driven by the team rather than the administration.
   - Pre-team structure changed to Coordinating Council of Student Services (CCSS) structure.
   - Teachers can make direct referrals to the team.

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Organization		
Milestones II Months 13-18 (Cont.)		
Milestones III Months 19-36	The organization of the Community Agency School Support (CASS) was maintained from Milestones I and II. Several organizational structures were revised as CASS was institutionalized. The CASS Steering Committee, chaired by the LEA Assistant Superintendent for Instruction and School Administration, was restructured to include the chief administrators of participating county agencies. The group mission was to address policy issues, resource access and service coordination to support CASS. The CASS Advisory Committee was expanded to include new	*Primary Assessment Committee (PAC)* The number of regular members on the PAC was reduced to promote a more efficient and consistent review and advisory process. Regular members who met one morning a week to assess referred students' needs and to arrange for health or social services represented the following positions: PAC Coordinator/Case Manager, Principal, ARD Department Head, Mental Health Therapist, Social Workers, School Psychologist, Juvenile Services, and Social Services. Several former members (counselors, house principals, the nurse), as well as referring teachers, agreed to remain "on call" for

Comprehensive Service Delivery

Middle River Middle School	Riverview Middle School	Organization
• Team meets frequently (weekly) • Mid-year review indicated increase in the number of students serviced and the number reviewed. Both Guidance and the inter-agency staff increased the number of groups conducted. • Adopted new policy for student re-entry after treatment. • Full time psychologist included on the team allowed for additional number of group and individual counseling sessions held.		**Milestones II Months 13-18 (Cont.)**
The Integrated Pupil Services Action Team (IPS) continued to include the Maryland Student Assistance Program interagency staff and school staff that support students with special needs and teachers. The IPS action team expanded to include a committee on Student Management to address school routines, school rules and discipline. Adhoc committees were established to develop an alternative program, Temporary Alternative Placement (TAP), and to coordinate the development of a special education inclusion model.	The organization structure for comprehensive service delivery has been modified from Milestones I and II. A nurse practitioner is only available two to three times a week. A health aide has been added to staff the health room on the additional days. The school still seeks to continue to obtain the services of a full-time nurse practitioner. The school has maximized the use of the nurse practitioner by obtaining a mixture of staffing with a goal of full-time coverage for the school. Despite the modifications, the practitioner has been able to: participate in outreach activities such as home visits when needed, team with the guidance counselor	**Milestones III Months 19-36**

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Organization		
Milestones III Months 19-36 (Cont.)	partnership members (private practice physician, social service agencies, and private mental health personnel), as well as members from two LEA expansion feeder school cluster sites. The school-based Inter-Related Interagency Services Committee, a subcommittee of the School Improvement Team (SIT), revised its role from organizing and staffing the CASS program to a support role in maintaining CASS operations. The CASS program was institutionalized when the model was endorsed by the county commissioners and the LEA expanded the program to two additional feeder school clusters. LEA staffing policy adjustments permitted participating feeder schools to obligate a portion of the instructional personnel allocation for the funding of the twelve month position of CASS coordinator in each feeder school cluster. The position description for the CASS Coordinator was developed and a coordinator hired to access and facilitate interagency service to early adolescents and their families.	meetings involving students for whom they had direct responsibility. *The Role of the PAC Coordinator.* Under the principal's leadership, the PAC Coordinator became the solicitor and manager of the school's expanding service delivery system. Agreements were developed with each interested partner and submitted to SIT for approval. Informing students, parents, and staff of new services and related procedures occurred through the PAC Newsletter.
Identification of Needs		
Milestones I Months 1-12	The Interrelated Service Subcommittee recommended school improvement efforts related to the alignment and coordination of county and state agency services to	Individual students were referred either directly to the PAC by school staff or through the interdisciplinary team. Students' needs were identified based on the data

Comprehensive Service Delivery

Middle River Middle School	Riverview Middle School	
		Organization
The Coordinating Council for Student Services (CCSS) changed its name to Teacher Student Support Team (TSST). The chair of the Integrated Pupil Services Action Team became more involved in coordination of comprehensive services to M.R.M.S. students and families. Coordination of student service learning was added to the responsibilities of the Integrated Pupil Services Action Team.	in the case of attendance problems, and participate in the pupil services review team from the state. Comprehensive Service Delivery activities have expanded through collaboration with the local health department and interagency referral.	**Milestones III Months 19-36 (Cont.)**
		Identification of Needs
A pupil services survey was administered to all students to determine their perception of needs. The data was then desegregated by gender, race, and grade.	The School Improvement Team (SIT) and principal identified the need to have health and referral services available at the school level.	**Milestones I Months 1-12**

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Identification of Needs		
Milestones I Months 1-12 (Cont.)	support the needs of students and their families. Policy barriers to the delivery of integrated services and student and family service needs were identified and submitted to the LEACO liaison and the State Council for School Improvement by feeder schools, local, state, and community service agencies.	analysis of state, local and school measures of achievement and performance, student needs assessments, and climate surveys. Students who presented specific problems were referred directly to the appropriate person/team without going through PAC, such as for Special Education referrals.
Milestones II Months 13-18	A needs assessment of service agencies, students, community, and government was conducted and analyzed by the CASS Committee.	The referral form was modified and used as the primary method of referral to PAC. The majority of referrals were submitted by the teaching teams. Additional information about referred students was supplied by the agency/community members of the team.
Milestones III Months 19-36	Needs identification procedures instituted in Milestones I and II were maintained. The CASS Steering Committee, the CASS Advisory Committee and the school-based Inter-Related Interagency Services Committee identified student confidentiality in interagency service coordination and flexible funding as policy barriers. These committees, along with the School Improvement Team (SIT), submitted these issues to the Maryland Council for School Improvement for articulation to the Governor's Subcabinet. The CASS Coordinator processed referrals for services from the School Support team and Pupil	Students' needs related to health and social services were identified using updated data from surveys and reports described in Milestones I and II. Additional data on student suspensions, disciplinary removals, and attendance rates from the central office provided helpful insights regarding student needs. The disaggregated data from the 1992 Maryland School Performance Program Report (MSPP) indicated a major need to assist African American students improve their attendance and achievement in all categories. Teacher referrals based on perceptual indicators remained a primary and reliable source of information.

Comprehensive Service Delivery

Middle River Middle School	Riverview Middle School	Identification of Needs
The results were augmented by referral data — behavioral, health room, and pupil services.		**Milestones I Months 1-12 (Cont.)**
The integrated Pupil Services Action Team reviewed the climate and pupil services surveys to assess whether current programs matched student needs. It was determined that additional prevention services were needed as well as additional issues for group counseling.	Needs continued to be identified through students , families, teachers, interdisciplinary teams, and administrative staff.	**Milestones II Months 13-18**
The Integrated Pupil Services Action Team reviewed the climate and pupil services surveys and behavioral, health and pupil services referral data to assess the success of current programs. The Action team conducted ongoing monitoring and formative evaluation to determine the levels of initiative implementation. Program and school improvement plan modifications resulted from these evaluations.	The school continues to obtain the services of a full-time nurse practitioner. The school also sought to maximize the use of the nurse practitioner by seeking a mixture of staffing with the goal of full-time coverage for the school. In addition, the expansion, coordination, and integration of comprehensive health and student support services were identified needs. Plans to accommodate the addition of grade six to the school with increases in the staffing, counselor and support services correlated to this expansion were identified.	**Milestones III Months 19-36**

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Identification of Needs		
Milestones III Months 19-36 (Cont.)	Services Team at the school as well as from school-based administrators, teachers and self-referrals of students and families.	Parental needs related to health, social and education services became apparent as a result of a telephone survey of all family households by the PAC Coordinator in 1993. It was discovered that numerous parents wanted assistance in communicating both with school staff members and their own children.
Development of Priorities		
Milestones I Months 1-12	The SIT, on the recommendation of the Interrelated Services Subcommittee, reviewed and approved short and long term priorities.	Cases were prioritized by the committee as referred. Due to the large number of referrals, the PAC has not yet begun to address school-wide or group-specific issues. Individual case management was the focus.
Milestones II Months 13-18	The CASS Team and the CASS Coordinator established student and family service priorities based on the needs assessment results.	As a result of the PAC coordinator position, the PAC members were able to begin to address identified school-wide needs in addition to case management.
Milestones III Months 19-36	The procedures for the development of service priorities were	The PAC continued its primary function of assessing and recom-

Comprehensive Service Delivery

Middle River Middle School	Riverview Middle School	
		Identification of Needs
		Milestones III Months 19-36 (Cont.)
		Development of Priorities
The Coordinating Council identified, planned, and implemented activities based on the needs assessment information. Case management was set as the highest priority for the interagency/pupil services team. The Coordinating Council reviewed each case and maked decisions as to the proper program for individual youngsters referred to the team.	The need for health services was targeted as a top priority to enable an early adolescent student to receive appropriate treatment and interagency referral geared to his/her unique developmental needs and problems.	**Milestones I Months 1-12**
Case management continued to be the highest priority for both the interagency and pupil services teams. The Coordinating Council for Student Services (CCSS) continued to review each case and make decisions as to the proper program/team to refer individual students.	The need for expanded health services and additional interagency support continued to by targeted as a top priority to provide support to students in developmental needs and in assistance/prevention of problems that would interfere with student development and success.	**Milestones II Months 13-18**
The Teacher Student Support Team (TSST) formerly CCSS continued to	The development of Priorities Procedures were maintained.	**Milestones III Months 19-36**

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Development of Priorities		
Milestones III Months 19-36 (Cont.)	maintained from Milestones I and II. Data driven decision-making, along with referrals and requests for CASS services by students and families, determined priorities. Early adolescent and family access to health and mental health services were identified as the CASS priorities. Expanded after school and family recreation program services were identified as emerging service needs. An after school child care service was targeted for development in collaboration with Brunswick municipal officials and the county's Department of Parks and Recreation.	mending interventions for students with serious academic, social, and emotional problems. Parental and family priorities were established from data analyses, faculty input, and the telephone survey conducted by the PAC coordinator.
Planning		
Milestones I Months 1-12	The Interrelated Services Subcommittee developed short and long term plans in collaboration with the LEACO liaison, feeder school principals, and state, local, and community service agencies. The plans were forwarded to the SIT for approval. Meetings were held on a monthly basis.	The PAC developed plans based on referrals and expectancies as delineated in the School Improvement Plan (SIP).

Comprehensive Service Delivery

Middle River Middle School	Riverview Middle School	
		Development of Priorities **Milestones III** **Months 19-36** **(Cont.)**
use assessment and referral data to establish priorities. The TSST continued to identify appropriate activities and resources for complex and multifaceted individual cases. The SIT assisted in the development of priority activities for Comprehensive Service Delivery component through a Gallery Walk.	Riverview continued to collect data on the needs of students, frequency of referrals, and numbers of students served to document the high priorities for comprehensive service delivery. The addition of the sixth grade made new demands for staffing and services to accommodate the incoming students. Program activities reflective of sixth grade group Guidance Course outcomes were identified as a priority for students.	
		Planning **Milestones I** **Months 1-12**
The Coordinating Council identified appropriate activities and resources for complex and multifaceted individual cases during regularly scheduled meetings. Students suspected of needing assistance for drugs/alcohol abuse were seen directly by the MSAP team for program intervention. All other cases were managed by either the pupil services team or the interagency team. A computerized data base of students receiving services from the teams was maintained.	The treatment and preventative care services for middle learning students were provided through the Department of Health and Mental Hygiene by a nurse practitioner funded through a grant (State Senate Bill 389, Senator Paula Hollinger's School Health Pilot Program.) The scope of the program provided preventative care, treatment, services and referrals to additional outside agencies, and services whenever needed. The primary referral base for the student was the teacher or the interdisciplinary team, the student himself/herself, guidance counselor, parent, administrator and/or pupil personnel worker.	

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Planning		
Milestones II Months 13-18	Service agencies collaborated to solve interagency communication and procedural issues. The Interrelated Interagency Services Subcommittee of the SIT initiated discussions to obtain physician services for students. State agencies requested additional support positions for local service agencies. A position description for a CASS Coordinator was developed.	Supplemental activities facilitated by the PAC coordinator were added to the original school improvement plan. They included both student and parent services. Long range plans were developed for Fall 1992. They included outreach presentations and services: • University of Maryland Dental School • Parents Anonymous • Governor's Council on Adolescent Pregnancy • Baltimore City Health Department counseling service for male students • Johns Hopkins Hospital nutrition/weight loss clinic
Milestones III Months 19-36	Partnerships for health and mental health service access by early adolescents and their families were developed. The LEA Central Office Liaison, the LEA partnership coordinator, the school administration, and the CASS Coordinator, with support from MSDE School Health Services personnel, collaborated with a private practice physicians' group and a private mental health facility to develop these service partnerships. The LEA Central Office Liaison and Maryland Council for School Improvement facilitated the development of an interagency agreement on information sharing	The PAC developed and recorded an individualized plan for each student receiving its services. It developed a strategy for collecting data on incoming students during the summer to facilitate an earlier identification of students who might benefit most from PAC interventions. Proposed collaborative agreements with resource personnel or groups willing to participate as service providers were designed principally by the PAC Coordinator and reviewed at SIT meetings. The team members reacted to the agreements, and offered specific suggestions for implementation.

Comprehensive Service Delivery

Middle River Middle School	Riverview Middle School	Planning
The CCSS continued to identify appropriate activities and resources for complex and multi-faceted individual cases during regularly scheduled meetings. Students suspected of needing assistance for drug/alcohol abuse were seen by the MSAP team for program assessment. All other cases continued to be managed by either the pupil services or the interagency teams.	The interdisciplinary teams, School Improvement Team (SIT), psychologists, and pupil personnel worker continued to plan for expanded interagency services for students whenever possible. Plans were introduced to coordinate a program for working with students whose families were affected by drugs or alcohol. Also, additional programs targeted for early adolescent students were made available through the county's parks and recreation program.	**Milestones II Months 13-18**
The CCSS/TSST continued to plan appropriate interventions and resources to address the complex and multifaceted needs of Middle River Middle School students and families. Case management functions were assumed by the MSAP, Pupil Services and Interagency teams. The Pupil Needs and Student Climate Survey data and data from the student management database was reviewed to confirm priority needs and make adjustments to activity implementation. The data review resulted in planning more outreach activities, more group counseling sessions and more staff	Plans for expansion of services were maintained. The school continued to look for new partnerships and staffing patterns to maintain its Health Services Delivery. Plans for maintaining communication and accessibility to school staff, community members, and parents were maintained. Also, plans for developing and maintaining close collaborative ties to a variety of agencies, especially the Health Department, were fostered. The school continued to link with the Central Office to assist the school in implementing the plans and goals established.	**Milestones III Months 19-36**

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Planning		
Milestones III Months 19-36 (Cont.)	and confidentiality. Partnerships were developed with Brunswick municipal officials to access a CASS Service Center, previously a county health department facility. A summer program agreement was planned with the YMCA for camp scholarships for support of early adolescent attendance at summer youth camps.	The SIT parent representative assisted in planning some activities for community members; the SIT planning team provided input in scheduling many of the special events provided through this service partnership program.
Implementation		
Milestones I Months 1-12	Professional development activities on comprehensive interrelated agency services were accessed by the LEACO liaison. The CAST component of the SIP, developed by the LEACO liaison and the principal, was approved by the Interrelated Services Committee and the SIT. Interagency articulation, initiated by the LEACO liaison, was conducted. Monthly meetings of the Brunswick Interrelated Services Subcommittee and the CAST Steering Committee were conducted and student and families service needs are identified. The position description of Interagency Project Coordinator was completed. A Family Night Program supported by the country Recreation Department, included recreational programs and school initiated parenting programs. Plans for family counseling services provided by a social worker and funded through Catholic Charities and the United Way were finalized.	The PAC met weekly. A referral form and procedures were developed and approved by the SIT. Minutes of meetings were kept and disseminated to appropriate staff. A case manager was designated for each case and facilitated the follow-up.

Comprehensive Service Delivery

Middle River Middle School	Riverview Middle School	
		Planning
development on student management.		**Milestones III Months 19-36 (Cont.)**
		Implementation
Three meetings were held per week: the Coordinating Council, pupil services/interagency team, and the MSAP team. These three teams implemented the strategies and activities needed for each individual case.	The program was an emergent model of a School Health Pilot Program. When needed, a nurse practitioner provided preventative health services, as well as preventative health education services and referrals to other agencies. The nurse was a valuable team member of the existing support services for the school and served as a member of the SIT, enabling communication and articulation of concerns across all grade levels.	**Milestones I Months 1-12**

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones II Months 13-18	A comprehensive model Community Agency Support Services (CASS) to support student achievement and involvement and provide families with support services was implemented between and among feeder area schools, local and state agencies, and community service agencies: • Interagency support services for students and their families were coordinated and delivered in feeder area schools. • A CASS Coordinator was hired to coordinate interagency services to students and their families. • A weekly Family Recreation Night was planned and implemented by the county Recreation Department at Brunswick Middle School. • Family counseling services, funded by Catholic Charities, a United Way Agency, were provided during Family Recreation Night. • The school technology labs were made accessible to students and their families during Family Recreation Night. • Training for a Community Helpline was completed. • Interagency referral criteria, procedures, and forms were developed and approved. • The county Department of Social Services assigned a social worker and home care aide to the Brunswick feeder school community.	The PAC continued to meet weekly. The referral form was modified, but procedures remained basically the same. The PAC coordinator became the chair of the committee and the case manger for the 51 students serviced. She facilitated the follow-up for these students. The coordinator kept a log book of all students referred. A system of forms, designed to improve communication among parents, students, and staff, was implemented. A PAC newsletter was begun in March. The newsletter addressed issues relating to parenting, health, and achievement. The newsletter was sent to students, parents, and staff. A series of parent seminars on topical issues was planned and implemented. Additionally, a parent network composed of a core group of parents willing to serve as volunteers was established. Collaborations with community health care providers and a Teen Outreach program were strengthened. The nurse also established after school health groups for students regarding relevant health issues.

Comprehensive Service Delivery

Middle River Middle School **Riverview Middle School**

Implementation

Three meetings continued to be held per week: the CCSS, pupil services/interagency teams, and the MSAP team. These three teams increased the direct intervention services provided to students through group counseling. Selected at-risk male and female students were able to visit state corrections facilities. Four new sessions on Attention Deficit Hyperactive Disorder were held for students and materials provided for parents. Additional parent seminars were conducted and a parent lending library including video tapes was established.

Programs were implemented for students concerning families who had been affected by alcohol and/or drugs. Parks and Recreation Department continued to provide programs for early adolescent students. The pilot health program continued with modifications due to the lack of a full time nurse practitioner. A nurse continued to coordinate with guidance counselor, pupil personnel worker, and psychologist on issues concerning students. The health program was articulated across all grade levels. Requests and referrals were made to other agencies whenever further intervention/prevention was needed.

Milestones II
Months 13-18

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones III Months 19-36	Partnership agreements were endorsed and operationalized among the LEA, the school, a private physicians' group and a private mental health facility to provide service access for early adolescents and their families. A CASS Coordinator position description was developed; interviews were conducted, and a coordinator was hired. The coordination of services was instituted. A partnership with Brunswick municipal officials was concluded providing a CASS Service Center and support for facility utilities and maintenance. The service center was operationalized. The CASS model was adopted for two additional LEA feeder school clusters with CASS Coordinator position funding provided by participating schools. A portion of one instructional staff position at each site was allocated to fund the position. The Brunswick Middle School staff provided seasonal support activities for families accessing CASS services. The YMCA Summer Camp Scholarship Program was conducted.	*Primary Health Care Providers* The interagency/community collaborative model intended to provide comprehensive health and counseling services for students continued to expand under the leadership of the school principal and PAC Coordinator. Francis Scott Key Medical Center maintained its mental health therapist position at the site nearly full time, and provided a nurse from its adolescent detoxification unit to meet with students on a weekly basis who were affected by substance abuse. A community outreach coordinator was assigned by the Center to conduct a health fair and provide other health-related services to the students and community. Baltimore Medical Systems Incorporated (BMSI), another community health care provider, continued to provide a school-linked clinic for students, and funded part of the school nurse's position. The Baltimore City Health Department funded the remainder in order to assure full time coverage. *Other Collaborations* The University of Maryland Dental School began sending its advanced students to the school to advise Canton students identified as having possible dental or oral hygiene problems. The Youth and Child Abuse Unit of the Baltimore City Police De-

Comprehensive Service Delivery

Middle River Middle School **Riverview Middle School**

Implementation

Milestones III
Months 19-36

The CCSS/TSST, Pupil Services/ Interagency, and the MSAP teams continued to meet weekly to plan interventions and manage cases. These teams increased the number of cases reviewed and increased the number of group counseling sessions offered as direct intervention.

The Integrated Pupil Services (IPS) action team assumed responsibility for issues concerning student management. The team developed a student management philosophy that was presented and approved by the SIT and the faculty. Three Student Management seminars were developed and presented to the faculty.

The IPS action team inserviced new staff on the Integrated Pupil Services Program; developed and piloted the Temporary Alternative Placement (TAP) program; inserviced staff on the TAT and MSAP program; worked collaboratively with the Parent, School, Community action team to develop and implement a Wellness Night for community, parents, staff, and students; initiated a Students Against Drunk Drivers (SADD) chapter, implemented the Fashionable Gents Assemblies - a cultural diversity program for students; implemented Street Clean, a substance abuse prevention project; participated in Peer Mediated Conflict Resolution training and pilot; coordinated the Peer Helper program for Middle

New staffing patterns have been implemented to provide health services at Riverview. Although the nurse practitioner still is available only 2 or 3 days per week, a health aide has been added to maintain the health room staffing. The school system has also added the position of a mental health counselor that will be available to Riverview students. A system of Parent Volunteers has also been added to assist the school staff. A program of sixth grade group Guidance Course outcomes and activities has been developed and will be implemented for the incoming sixth grade. An additional guidance counselor has been included with the additional staffing. The pupil services model continues to be implemented with the new staff included as team members.

The efforts to empower students continue to be implemented. Students identify means by which they can contribute to the school community, and then implement those plans. Students continue to organize and implement their own extracurricular programs and identify resources for academic and personal assistance. Rotating programs involve students in decision-making, Media Dare programs, and additional learning experiences. Guidance counselors are responsible for Coordination and delivery of program activities, but link with regular staff as resources for cooperative activities.

Implementation

Milestones III Months 19-36 (Cont.)

partment joined forces with school staff to inform students and interested parents of current issues related to law enforcement, cult activity, and vandalism.

The Baltimore City Housing Authority aided the school's representatives in meetings with parents at the Flag House, the primary housing project in the Canton School district.

Two new collaborative efforts with the Departments of Social Services and Juvenile Services will ensure that the assistance of full time social and juvenile services personnel having offices on site will be readily available for students and families in need of their guidance.

"Reasoned Straight", a program in which trained Patuxent Institution inmates counsel high risk students for five weekly sessions, began at the school in 1993. Selected students were transported to the institution for the advisory/ discussion classes.

A partnership with Dundalk Community College resulted in several of its student "interns" assisting with educational tasks at Canton such as tutoring and participating in group projects.

Parent Involvement and Support

Through Adult Basic Education funding from MSDE and in collaboration with the Southeast

Comprehensive Service Delivery

Middle River Middle School	Riverview Middle School	Implementation
River Middle School students; and coordinated the participation of Middle River Middle School students in the Fort Howard and Genesee Valley Outdoor Education experiential learning programs.		**Milestones III Months 19-36 (Cont.)**

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones III Months 19-36 (Cont.)		Community Organization (SECO), a Canton Parent Academy was initiated, and has recently been assured of continued funding for 1993-94. SECO provided literacy materials for the classes; curriculum was developed by the parents, who were class members, under the guidance of trained instructors. Positive parent/student interaction, assisted by computer technology, was a primary aim of the project. About twenty parent volunteers were successfully recruited to serve as cafeteria aides, substitutes, tutors, and chaperones for school functions. To improve communications among students, their families, and school staff, the PAC Coordinator initiated a monthly newsletter that involved students and parents in its production. Seminars on a variety of health topics were presented. The parent hotline was maintained and refined. PTA meetings were held on a regular basis throughout the year; the parent advisory board became increasingly involved in program planning and operational discussions. Another school/community group that has been organized and will become operational in the fall of 1993 is the Alumni Association. It will support the school through tutoring, fundraising, and similar activities.

Comprehensive Service Delivery

Middle River Middle School **Riverview Middle School**

Implementation

Milestones III
Months 19-36
(Cont.)

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones III Months 19-36 (Cont.)		*Additional PAC Services for At-Risk Students* The PAC coordinator established a breakfast club for students identified as having extreme social adjustment difficulties. Breakfast was served in a relaxed family atmosphere and social skills were taught in a non-threatening manner. To provide students lacking proper clothing with adequate attire, the staff and students donated or solicited from the community items for the Kid's Kloset.
Evaluation		
Milestones I Months 1-12	Formative and summative evaluations were planned. Increases in student achievement, attendance and involvement will be documented.	The PAC evaluated its success with individual students. Feedback was gathered from staff involved with identified students.
Milestones II Months 13-18	Evaluation procedures established during Milestones I were maintained.	PAC informally evaluated the progress of referred students. As part of case management, the PAC Coordinator began to maintain records on individual students. The SIT developed plans to administer the needs assessment and

Comprehensive Service Delivery

Middle River Middle School	Riverview Middle School	
		Implementation
		Milestones III Months 19-36 (Cont.)
		Evaluation
Each case was reviewed with the student's progress being monitored and a determination made for additional services or programs needed.	Both formative and summative evaluations were conducted. The model was studied as it was implemented to improve, modify, and expand its scope and focus. Data was also formulated, collected in terms of numbers and frequencies of service and referrals, types of services and response provided as well as positive effects of service on student productivity and behavior.	**Milestones I Months 1-12**
Cases continued to be reviewed with student progress being monitored to determine if additional services/programs are needed.	Formative and summative evaluations were continued. The model was modified and expansion of scope and focus was targeted. Data continued to be collected by Health and Human Resource Department concerning the function and operation of pilot health program.	**Milestones II Months 13-18**

Comprehensive Service Delivery

	Brunswick Middle School	Canton Middle School
Evaluation		
Milestones II Months 13-18 (Cont.)		climate survey to students again, and will evaluate the program's effectiveness based partially on the assessment results.
Milestones III Months 19-36	The CASS Coordinator maintained a documentation system on student and family service referrals and access. Periodic reports and updates were presented to school, LEA, state, municipal and county officials. An impact study was developed to correlate CASS service intervention with student attendance, achievement and behavior. Baseline data was collected.	Detailed records of services received by the 72 students whom the PAC assessed during the 1992-93 school year, and feedback from their teachers before and after intervention, provided valuable information in evaluating the process. Attendance and achievement data on this set of students will be maintained during the 1993-94 school year, as well as records on students enrolled in weekly substance abuse sessions. The Canton Parent Academy begun in 1992-93 was evaluated using monthly formative assessment techniques. Both parents and their children were interviewed by a trained parent coordinator. Pre and post-test results and comparisons have been planned. Seminars and other presentations provided by service partners were evaluated by participants. The PAC coordinator maintained a record of the responses.

Comprehensive Service Delivery

Middle River Middle School	Riverview Middle School	Evaluation
		Milestones II Months 13-18 (Cont.)
The Student Needs Survey and Student Climate Survey was re-administered to all Middle River Middle School students. The results of the '93 administration will be compared with the '91 results. Individual cases continue to be reviewed with student progress being monitored to determine if additional services/programs are needed. Monitoring of the student data-base indicates that the incidents of disruption including office referrals and suspensions have been significantly reduced during the '92-'93 school year. Preventive steps such as required parent conferences and visits to the time-out room have increased during the same year. Preliminary results from the TAP pilot indicate that staff, parents, and students would like the project implemented continuously at Middle River Middle School.	Riverview has maintained a documentation system on comprehensive service delivery involving student and families. The school has also been evaluated concerning student services by a pupil services review team of state and local education staff. The review included guidance, health, psychological, and pupil personnel services. Commendations and recommendations have become part of the school's data base that is used in their overall planning process for the identification of needs and the improvement of services.	**Milestones III Months 19-36**

Student Achievement and Involvement

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Organization		
Milestones I Months 1-12	Seven subcommittees (noted below) of the School Improvement Team (SIT), each chaired by a SIT member and comprised of school faculty, address the identified issues: • Inter-related Interagency Service • Academic Achievement/ Multicultural Education • Critical Thinking and Problem Solving • School Community Environment • Technology • Outstanding Individual Achievement • Functional Skills	The subcommittees of the School Improvement Team (SIT), each of which has SIT members and other staff on the committee, addressed issues identified by the SIT data analysis. The issues identified: • At risk students • Interpersonal skills • Self esteem • Academic achievement - mathematics • Career development
Milestones II Months 13-18	Organizational components of Milestones I were retained. Additionally, committee structures were instituted to plan a feeder area schools' initiative in mathematics and science achievement and involvement. *Mathematical/Science Initiative* A committee comprised of administrative and instructional personnel in feeder area schools, LEA supervisory staff personnel, and MSDE representatives was formed and operationalized to identify issues related to K-12 student achievement and involvement in	SIT continued to be the primary forum for the discussion of needs and resources.

Student Achievement and Involvement

Middle River Middle School	Riverview Middle School	Organization
All Middle River Middle School (MRM) staff served on one of the following five action teams responsible for the development and implementatio of the school improvement goals and activities: • Home-base Student Advisory • Instructional Enhancement • Interagency Pupil Services • Pride and Image • Parent and Community Involvement Each of these teams supported the development of students' academic achievement and involvement. Chairs of the action teams served on the SIT with interdisciplinary chairs joining them on a regular basis as an extended steering committee to discuss student needs, as well as plan and implement activities for these needs.	Staff was organized into interdisciplinary teams with a special education teacher providing resource for the team. Teams decided what interventions would be needed. All teams members were also represented on school committees exploring various issues and the School Improvement Team (SIT).	**Milestones I Months 1-12**
All MRM staff continued to serve on one of the following five action teams responsible for the development and implementation of the school improvement goals and activities: home-base student advisory, instructional enhancement, integrated Pupil Services, pride and image, and parent/ community involvement. Chairs of the action teams, along with the interdisciplinary team representatives, serve on the School Improvement Team (SIT)	Teams comprised of content area teachers were formed to analyze the needs for curricular refinement based upon student achievement scores . Teachers continued to meet in teams of subject areas across grade levels and to develop, modify, or align curriculum based upon identified needs.	**Milestones II Months 13-18**

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Organization		
Milestones II Months 13-18 (cont)	mathematics and science. A Technical Assistance Group (TAG), comprised of feeder area schools' administrators (Brunswick Middle School, Brunswick Elementary, Valley Elementary School, and Brunswick High School), LEACO administrators and instructional supervisors and, an ex-officio member from the State Department of Education provided project coordination and resource assistance. A Mathematics/Science Initiative Steering Committee (M/SISC), comprised of teachers and administrators from the feeder area schools, co-chaired by the principal of Brunswick Middle School and a teacher from Brunswick Elementary School, served as the planning group.	
Milestones III Months 19-36	Student achievement and involvement committees, initiatives and interventions developed and implemented in Milestones I and II were maintained in Milestones III. Additionally, initiatives were planned and/or implemented to improve student achievement and involvement. *Student School Improvement Team* A Student School Improvement Team (SSIT) was established by the SIT to involve students in identifying and resolving issues related to school improvement. Students elected seven representatives across grade levels and instructional teams. Three students were appointed by the SIT based on	Throughout the 1992-93 school year, the following SIT committees met periodically to review student data and organize activities that might directly or indirectly promote student learning: Planning, Curriculum/Instruction, Technology/Resources, Service Delivery, and Data Analysis. Several school subcommittees under the Special Projects Committee addressed students' academic and behavioral needs. Prominent among them were: Community Service Activities, Student Leadership, Cultural Arts Activities, Discipline, and Advisory/Mentoring. The instructional staff, organized into interdisciplinary grade level teams, assumed primary responsi-

Student Achievement and Involvement

Middle River Middle School	Riverview Middle School	Organization
		Milestones II Months 13-18 (cont)
All MRM staff continue to serve on one of the five action teams responsible for the development and implementation of MRM's School Improvement Plan. Interdisciplinary/Life team chairs, Action Team chairs, and the administration serve on the School Improvement Team. Foreign language teachers were added to regular members of the Interdisciplinary teams. Activities designed by the Action teams, the Interdisciplinary and Life teams addressed student achievement and involvement issues.	Models, strategies, and approaches developed during Milestones I and II that proved successful were maintained and refined. Outcomes established for improving student achievement and involvement were met and expanded. Cooperative Learning, Heterogeneous Grouping, Student Involvement and Student Decision-Making, Interdisciplinary Teaming, Using Technology (for addressing key components of information and intervention for student achievement), Mainstreaming special education students in the regular classroom, and Teacher Decision-Making proved successful. Riverview still organized their instructional improvement efforts through these approaches, but	**Milestones III Months 19-36**

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Organization		
Milestones III Months 19-36 (Cont.)	essay responses and interviews on the role of students in school-based school improvement. *Health Education and Wellness* A committee was established to plan and develop an integrated health education and wellness program for early adolescents and the school staff. *Vocational/Academic Integration* A staff interdisciplinary instructional team developed and submitted for SIT approval school-community program of integrating vocational and academic experiences for special education students. *Technology/Home Economics Instructional Planning Committee* A collaboration between school and LEA central office supervisory personnel supported by Federal grants was established to restructure technology and home economics curricular and instructional interventions. *Special Education Inclusion* Full implementation of a special education inclusion model was planned for students transitioning from center placements to the comprehensive school setting.	bility for student improvements in achievement and involvement. Individual teachers or the teams decided on appropriate interventions to improve students' performances on state assessments. Except for partial participation in SPAR subjects, Special Education students remained in separate classes for instruction. Significant structural and programmatic changes were planned for in the 1993-94 school year, at least partly motivated by Canton's participation in the state Challenge Schools Program. Improved school performance on the MSPAP tests became the essential driving force. Following are the major structural changes listed in the Challenge Schools Proposal that linked closely to instruction: • Five home teams established without regard to age, grade, or ability level were formed. • Special education students were reorganized into the team structure on a full inclusion basis. • Students received two language arts classes daily. • All students were assigned to science and social studies. • Mathematics began operating as a separate entity in which

Organization

Milestones III Months 19-36 (cont)

clustered them under two categories for instructional improvement during Milestones II. The Interdisciplinary Teams became the decision-makers for student achievement and involvement efforts and were responsible for the staff development efforts to maintain or introduce new skills needed by teachers to continue and expand these efforts. All interdisciplinary teams were represented on the School Improvement Team to reflect this decision-making process.

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Organization		
Milestones III Months 19-36 (Cont.)	*Science Education* A study group was organized to review the recommendations of the independent report to the LEA Superintendent on middle grades science education and to develop a school-based plan for curricular and instructional interventions emphasizing laboratory experiences and increased hands-on activities.	ability grouping prevailed and aides were provided for one-on-one and small group instruction. • An extra period was added at the beginning of the school day for new students. • Technology was infused into all aspects of the school program and used for management and instructional purposes.
Identification of Needs		
Milestones I Months 1-12	The SIT subcommittees (seven cross-grade, cross-department subcommittees) identified needs based on data analyses of State, local education agency (LEA) and school measures of student and school performance and perceptual survey of staff, students and the community.	The SIT and its subcommittees identified needs based on data analysis of state, local, and school measures of achievement and performance, a student needs assessment, and a teacher and student climate survey.
Milestones II Months 13-18	Administrative, instructional, and student support services personnel continued to identify needs through the disaggregation of data	Other sources of information were used in addition to data analysis, such as teacher feedback and results from the initiatives imple-

Student Achievement and Involvement

Middle River Middle School	Riverview Middle School	
		Organization
		Milestones III Months 19-36 (Cont.)
		Identification of Needs
The SIT based its plan on an analysis of the Maryland School Performance Program (MSPP) and other student outcome data as well as a variety of process indicators such as student, parent, and teacher perceptions of school/ classroom climate, student analysis of their academic, personal, interpersonal, health, and career needs, teacher performance, school management, and school demographics. From this needs assessment the SIT developed five goals with academic achievement and involvement a primary focus for each goal.	Staff worked through criteria of The Middle School Report, *What Matters in the Middle Grades*, Carnegie's *Turning Points*, the self assessment instruments, process activities, and additional surveys that were available to determine needs.	**Milestones I Months 1-12**
Specific program activities for the action teams continued to be based on an analyses of the Maryland School Performance Program	Staff identified needs based upon data concerning students test scores, achievement, interdisciplinary team input, requirements of	**Milestones II Months 13-18**

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Identification of Needs		
Milestones II Months 13-18 (Cont.)	on student performance by ethnic group, gender, and socio-economic status on formative and summative assessments. The Mathematics/Science Initiative Committee identified needs based on student achievement assessments and course enrollment data.	mented during the first milestone period.
Milestones III Months 19-36	The processes of needs identification instituted in Milestones I and II were maintained. Additional data sources on student achievement and involvement were utilized for planning interventions. *Maryland School Performance Assessment Program (MSPAP)* Baseline data reports on student performance on the Maryland School Performance Assessment Program, a criterion referenced assessment, were accessed for instructional planning. *Criterion Referenced Evaluation System (CRES)* The LEA Criterion Referenced Evaluation System (CRES), a formative and summative assessment system, was operationalized to provide teachers and instructional teams with data on student performance for use in planning instruction.	Both the SIT and the Challenge Schools Writing Team examined: MSPAP results; Maryland Functional Testing data; Baltimore City Public Schools' analysis of Canton's suspensions, disciplinary removals, and special education; and the report from the Challenge Schools Review Team. This information, combined with results from student surveys and a disaggregated summary of state test results, guided the SIT and writing team in their establishment of program priorities and related activities.

Student Achievement and Involvement

Middle River Middle School	Riverview Middle School	Identification of Needs
(MSPP) data, updates of the outcome data (e.g., report card, attendance) and past process indicators such as student climate and pupil services needs.	Maryland School Performance Assessment Program (MSPAP) and the goals and objectives of School Improvement Plan.	**Milestones II Months 13-18 (Cont.)**
The SIT identified student achievement and involvement needs based on analysis of the following data: Maryland School Performance Report for MRM, MRM Maryland School Performance Assessment Program data, updates on report card grades, attendance data, and student disruption data. Past process indicators identified in the student climate and pupil services needs surveys were reviewed.	Newly formed content committees and teams across grade level that were initiated in Milestones II continue to meet to develop, modify, and align curriculum based upon student need. Needs identification continues to be data-driven. Needs are identified based upon the Riverview data base developed in Milestones II. Considerations include student test scores, requirements of Maryland School Performance Assessment Program, and the goals and objectives of the School Improvement Plan.	**Milestones III Months 19-36**

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Identification of Needs		
Milestones III Months 19-36 (Cont.)	*Maryland Functional Testing Program* The Maryland Functional Reading Test and the Maryland Functional mathematics Test, previously administered in high school grade nine, were administered in grade eight. Results from the tests will provide instructional teams and the SIT with baseline data for planning. *Transition and Placement* An algebra placement test, developed in consultation with the feeder high school, was administered to eighth grade students for high school placement. Additionally, the results were used to assist with mathematics program planning.	
Development of Priorities Milestones I Months 1-12	Subcommittees of the SIT prioritized needs based on the results of data analyses.	The SIT and the subcommittees prioritized needs based on the results of data analyses.
Milestones II Months 13-18	Priorities established during Milestones I were maintained. The Mathematics/Science Initiative priorities were collaboratively developed by the feeder area schools' steering committees.	Needs were prioritized based on additional available resources and programs to meet the previously identified staff and student needs, and on the progress of those initiatives that were previously implemented.

Student Achievement and Involvement

Middle River Middle School	Riverview Middle School	
		Identification of Needs **Milestones III Months 19-36 (Cont.)**
		Development of Priorities
The action teams identified, planned, and implemented the specific student academic achievement and involvement activities developed for each of their areas. The SIT coordinated all activities and set the budget and calendar for all activities.	Interdisciplinary teams, school committees, and the SIT established priorities based upon data analysis.	**Milestones I Months 1-12**
The action teams continued to identify, plan, and implement the specific student academic achievement and involvement activities developed for each of their areas. The SIT coordinated all activities using a school calendar for scheduling. Each action team set its own budget.	Priorities established during Milestones I were maintained. Curriculum standards related to student achievement were examined in terms of student needs and curriculum alignment.	**Milestones II Months 13-18**

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Development of Priorities		
Milestones III Months 19-36	The process of priority development utilized in Milestones I and II were maintained.	The SIT, writing team, and committees agreed on student achievement priorities after a careful review of all available data. The principal participated in the decision-making process.
Planning		
Milestones I Months 1-12	The SIT subcommittees developed plans based on SIT approved priorities for inclusion in the School Improvement Plan (SIP) with the consensus of the entire staff. The SIP stated the goal, objectives, action plan strategies, person responsible, timeline and the methods of evaluation (formative/summative).	The SIT and subcommittees developed plans based on SIT approved priorities as related to the goals of the School Improvement Plan (SIP).

Student Achievement and Involvement

Middle River Middle School	Riverview Middle School	
		Development of Priorities
The Action teams continued to review the latest data to identify, plan, and implement the specific student academic achievement and involvement activities developed for each of the goal areas. The activities were implemented through the Interdisciplinary and Life team; the Home Base Advisory periods, parent seminars, workshops and outreach programs; and student extra-curricular and enrichment programs. The SIT coordinated all activities using the school master calendar for scheduling. Each Action team developed its own budget and managed budget operations after approval by the SIT.	The Interdisciplinary Teams, Content Teams, and School Improvement Team established priorities based upon the goals of the School Improvement Plan. Chief among their goals is a target for improving student achievement and involvement. This goal continues to be the school's #1 priority.	**Milestones III Months 19-36**
		Planning
The SIT with the Maryland State Department of Education (MSDE) Technical Assistance Team (TAT) identified appropriate activities, consultants, timelines, resources, and evaluation strategies for assisting action teams with development of their specific student academic achievement and involvement activities. Action teams and interdisciplinary teams refined and implemented the variety of academic achievement and involvement strategies that support their student academic achievement and involvement.	Interdisciplinary teams, school committees, and the SIT, based on needs and priority identification, developed goals for the School Improvement Plan (SIP) that included goals, objectives, activities, person responsible, timeline, and formative/summative evaluation methods.	**Milestones I Months 1-12**

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Planning		
Milestones II Months 13-18	Planning procedures established during Milestones I were operationalized. The Mathematics/Science Initiative Committee developed a feeder area schools model for the program improvement and increased student achievement in mathematics and science through a program of coordinated K-12 instructional curriculum integration and professional development. The SIT subcommittee on School-Community Environment developed a marketing model to inform students, community, county, and the state about the Brunswick community and the school. Partnerships with community businesses, along with technical assistance from MSDE, supported this planning. The SIT subcommittee on Outstanding Individual Achievement planned "Student of the Week" and National Middle School Honor Society programs for implementation during the 1992-93 academic year,. Partnerships with community businesses supported student recognition program. A committee of administrators and instructional personnel met to consider models for mainstreaming and special education services.	SIT and subcommittees identified needed changes, which included modifying existing programs and adding new programs. The development of a comprehensive plan for improving mathematics skills continued. Team efforts to recognize additional types of student achievement issues were expanded, and a special advisory program that paralleled the mentoring program was implemented. Changes were made in the student mentoring program that included more options and field trips. Community service minicourse offerings were expanded and the minicourse schedule was restructured by having each set of grade level activities on three consecutive days. Additionally, decisions were made to use team meetings to focus on students' needs and to reorganize the Special Education team. Lastly, the need was identified and planning initiated for the school to provide an instructional program that complied with city and state curriculum mandates in all areas.

Student Achievement and Involvement

Middle River Middle School	Riverview Middle School	Planning
The action teams with the expanded MSDE TAT identified appropriate activities, consultants, timelines, resources, and evaluation strategies. Action and interdisciplinary teams continued to refine and implement the variety of academic achievement and involvement strategies that supported their specific action teams. A new art program for at-risk students was planned.	Planning procedures established during Milestones I were continued. SIT continued to assess, develop, and modify school improvement plan in terms of needs. Additional committees were established based upon identified needs to develop additional plans and recommendations based upon emerging needs.	**Milestones II Months 13-18**

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Planning		
Milestones III Months 19-36	Planning procedures established during Milestones I and II were maintained. Additional study groups and SIT subcommittees were established to address issues of middle grade science, vocational and academic program integration for special education students, technology and home economics education, implementation of the special education inclusion model and health education and wellness. Revisions were developed for the School Improvement Plan and plans for outstanding individual achievement.	For the 1992-93 school year, planning procedures established during Milestones I and II were maintained. Refinements in or additions to many existing committee and team plans were designed and implemented to promote heightened student achievement and involvement in school programs/activities. These are described under "Implementation". For the 1993-94 school year, extensive research and proposal development by the Challenge Schools Writing Team, interspersed with SIT discussions and total faculty reviews, led finally to a new school improvement plan. Whereas the first plan accented the development of SIT, instructional teams, and health/social services for students, the second plan emphasized procedures and structures that should improve students' academic achievement and school involvement. In addition to the basic organizational changes described under that section are the following expectations: • Interdisciplinary curriculum taught with a thematic approach • Multiculturalism included in all themes • Older students in the Canton Project to be taught all day as a separate group by one teacher

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Planning

Milestones III
Months 19-36

The Action teams, supported and assisted by two school improvement facilitators from MSDE, identified appropriate activities, consultants, timelines, resources, and evaluation strategies. The major planning occurred during the summer when the following Action teams/groups reviewed data and planned their activities accordingly. Summer of 1992: Instructional Enhancement planned the implementation of the *Dimensions of Learning* and Teaming; Home Base Advisory planned the differentiation of activities by grade level; Integrated Pupil Services planned the Student Management routines and procedures; Parent School Community analyzed student and teacher surveys from feeder elementary schools and planned student/parent orientation sessions and parent seminars. Planning during the summer of 1993 included: Interdisciplinary team leaders planned integrated thematic instruction units; Instructional Enhancement planned the implementation of flexible block-scheduling and heterogeneous grouping; Project Team staff planned the implementation of the mathematics/science integration project at the seventh and eighth grade levels; Project Life team planned the integration of health education into family studies and the technology education integration project; Integrated Pupil Services and Parent School Community planned the academic year activities; Home

Planning procedures established during Milestones I and II were maintained. Plans were developed based upon priorities and needs identification. The improvement of student achievement and involvement is continuously monitored to ensure continuous student growth. Plans are developed in terms of these priority of these goals to maximize student performance. Additional planning has been initiated for home economics and technology education to plan collaboratively with local school system Central Office personnel revisions to curriculum and instruction in career technology and home economics education.

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Planning		
Milestones III Months 19-36 (Cont.)		
Implementation		
Milestones I Months 1-12	**I. Title** *Integrated Computer Technology* **Outcomes** • Student achievement and involvement are increased. **Components** A. Criterion Referenced Evaluation System (CRES) B. Computer Assisted Instruction C. Information Management Systems D. Student Computer Literacy Model E. Maryland's Instructional Framework for Professional Development **II. Title** *Renzulli Model — Flexible Grouping* **Outcomes** • The percentage, by department/level of students with final grades of "C" or better will annually increase to an eventual goal of 90% or better. **Components** A. Flexible grouping and regrouping for students demonstrating 80% mastery of skills. B. Gifted and Talented Enrichment Activities.	**I. Title** *The Canton Project* **Outcomes** • At risk students will maintain good attendance. • At risk students will successfully transition to high school. • At risk students will exhibit positive attitudes towards school. **Components** A. Job development and job readiness. B. In-school coordination C. Student employment D. School based teacher advocacy **II. Title** *The Canton Mentoring Project* **Outcomes** Students will be able to • demonstrate an increased awareness of the needs of self and others. • communicate more effectively with peers and adults. • demonstrate effective decision making skills. • independently identify appropriate resources to complete academic tasks. • engage peers in activities

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Planning

Milestones III Months 19-36 (Cont.)

Base Advisory revised the curriculum; and the sixth grade Interdisciplinary teams planned the discovery program, an exploratory program for grade six.

Implementation

Milestones I Months 1-12

MRM continued to implement activities supporting student academic achievement and involvement that were developed prior to the 1991-92 plan. The 1991-92 SIT plan highlights the following activities:

I. Title
Home-base Student Activity
Outcomes
- Enhance student academic self-esteem, decision making and interpersonal development.

Components
A. Home-base advisory curriculum with student and staff resource materials
B. Small group guidance support program
C. Staff development for staff

II. Title
Instructional Enhancement of Interdisciplinary Teams
Outcomes
- Establish interdisciplinary instructional teams for students that allows one set of teachers to be responsible for approximately 120 to 140 students.

I. Title
Cooperative Learning
Outcomes
- To increase student achievement and involvement through cooperative learning.

Components
A. A staff development program was organized for cooperative learning for teachers on the interdisciplinary teams to be trained in strategies for cooperative learning.
B. Cooperative learning plans were made for a three credit graduate course from Salisbury State University to be taught at Riverview Middle School.
C. Teachers were not required to use this model exclusively, but were permitted to implement cooperative learning as they were comfortable and capable with this approach.

II. Title
Heterogeneous Grouping
Outcomes
- To implement heterogeneous grouping for students.

Student Achievement and Involvement

Brunswick Middle School **Canton Middle School**

Implementation

Milestones I
Months 1-12
(Cont.)

III. Title
Critical Thinking/Problem Solving

Outcomes

- Student performance on local criterion-referenced test will meet or exceed 80% mastery standard.
- Student performance on state criterion reference tests will meet or exceed satisfactory standards.

Components

A. Cross curricular/Instructional Infusion Model
B. Infusion Model for Lesson Planning
C. Professional Development
D. Student and Staff Resource Materials

IV. Title
"Different Drummer"

Outcomes

- Students achieve "C" or better to the goal of 90%.

Components

Individualized Action Plans for students failing to receive "C" or better in courses of study each of the first three quarters.

V. Title
Tutorial Program

Outcomes

- The percentage, by department/level, of students with final grades of "C" or better will be annually increase to an eventual goal of 90% or better.

that promote their own intellectual, physical, and social growth and development.

Components

A. Identification of students to be mentors and mentees
B. Training of participants
C. Affiliations with outside and community organizations
D. Project coordination

III. Title
The Canton Middle School Community Service Model

Outcomes

Students will:

- become aware of and appreciate the need for community service involvement
- become self motivated to make a positive contribution
- feel like valued members of their community

Components

A. Four week mini-course
B. Program coordination
C. Service sites
D. Evaluation

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Implementation

Milestones I
Months 1-12
(Cont.)

Components

A. Interdisciplinary routines
B. Interdisciplinary instructional strategies and activities
C. Student and staff resource materials
D. Professional development
E. Communication structures for parents

III. Title

Pride and Image Enhancement

Outcomes

- Enhance student and staff pride in their school and foster positive school climate.

Components

A. Student recognition activities encouraging student academic achievement, attendance, and involvement
B. Student incentive activities for academic, attendance, and behavioral improvement
C. Physical plant beautification by students, parents, and staff
D. Increased student clubs and afterschool activities including support of an after school activities bus
E. School pride and involvement activities

IV. Title

Sixth Grade Transitioning Program

Outcomes

- Facilitate the adjustment and achievement of the

Components

A. A school management team was established to deal with issues concerning grouping. This team was patterned after recommendations of Carnegie's *Turning Points* and Maryland's *What Matters in the Middle Grades.*
B. Teachers decided to use heterogeneous grouping in all subject area except mathematics.
C. Flexible grouping would be used for mathematics because of need for prerequisite skills.
D. Plans were made for teaching a wide array of students.
E. Criteria were established to ensure mathematics grouping was truly flexible.
F. Plans were made for teachers to be trained in cooperative learning to assist teachers in heterogeneous grouping.

III. Title

Student Involvement and Student Decision Making

Outcomes

- To expand the base of student involvement and decision making for student activities.

Components

A. Teacher in charge of student council program presented proposal that

Student Achievement and Involvement

Brunswick Middle School **Canton Middle School**

Implementation

Milestones I Months 1-12 (Cont.)	Components A. Professional development training on identification and remediation of skill gaps. B. Computer Assisted Instruction C. Teacher/Student Interaction Period Model

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Implementation

Milestones I
Months 1-12
(Cont.)

entering MRM sixth grade class.

Components

A. Parent program highlighting MRM programs, resources, techniques to help student adjust to a new school environment
B. Student transitioning program activities

would change the organization to include greater representation of students not usually involved in student council.
B. Teacher in charge of student council implemented the proposal for greater student representation and decision making for student activities.

IV. Title

Interdisciplinary Teaming

Outcomes

- To establish interdisciplinary teams to enhance student achievement and involvement.

Components

A. Establish greater understanding and identification of Middle Grade students' needs.
B. Promote teacher decision making through teaming.
C. Reinforce needed concepts and skills across discipline areas.

V. Title

Using technology for addressing key components of information and intervention for student achievement

Outcomes

- To use technology as an instructional tool and to determine interventions and key components for student achievement organization.

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones I Months 1-12 (Cont.)		

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Implementation

Milestones I Months 1-12 (Cont.)

Components

A. A committee was established to identify key components that makes a difference and affect student achievement.

B. A student information system is included for the computer.

C. Instructional framework project is to be included for teachers to identify effective instructional approaches and practices for student achievement and view their approaches for professional development.

VI. Title

Mainstreaming special education students in the regular classroom

Outcomes

- To mainstream special education students in the regular classroom.

Components

A. Mainstreaming of all resource students to the least restrictive environment whenever possible.

B. Special education students receiving highest level of service will have at least one class period in the regular classroom.

VII. Title

Teacher Decision Making

Outcomes

- To establish and expand the base for teacher decision making.

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones I Months 1-12 (Cont.)		
Milestones II Months 13-18	Programs I-V reported in Milestones I were implemented and refined. Program modifications and expansions during Milestones II included: **I. Title** *Integrated Computer Technology* **Components** F. Homework Hotline for students and parents **VI. Title** *Functional Skills Program* **Outcomes** • The percentage of students meeting state standards on the Maryland Functional Test Program will increase. **Components** A. 340/680 Student Recognition Clubs B. Professional development and support material on skills gap interventions	**I. Title** *The Canton Project* **Changes** Outcomes and components developed in *Milestones I* remained intact. An MSDE grant supported seven students' involvement in a special training/work experience program with the Maritime Institute. **II. Title** *The Canton Mentoring Project* **Changes** Mentoring sessions became less teacher directed and more focused on hand-on experiences that were community oriented. Dyads were encouraged to design projects or explore topics of interest to them. Field trips that promoted social interactions were scheduled.

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Implementation

Components

A. Identify areas for teacher and independent team decision making.
B. Identify and establish areas for shared administrator/teacher/team decision making.
C. Establish the practice of teacher decision making in all areas

Milestones I Months 1-12 (Cont.)

MRM staff continue to implement activities supporting student academic achievement and involvement that were developed prior to the 1991-92 plan. The 1991 SIT plan highlights the following activities.

I. **Title**
Home-based Student Advisory
Outcome
- Continued to enhance student academic self-esteem, decision making, and interpersonal development

Components
A. Team developed classroom guidance activities, with supporting materials based on Pupil Services Needs Assessments. During the second half of the school year, activities geared to different grade levels.
- Team continued to examine background materials on home-based activities.

Programs referred to in Milestones I continued to be refined. School personnel decided to cluster some strategies and approaches employed under two main areas since some of these strategies were not separate programs but served as vehicles to accomplish major goals.

Overriding topics for the improvement of student achievement and involvement were two fold:

1) Achieving school-based decision-making/management through interdisciplinary teaming

2) Achieving instructional equity through heterogeneous grouping.

All outcomes from Milestones I were clustered under these two areas and remained the same.

Milestones II Months 13-18

Student Achievement and Involvement

Brunswick Middle School **Canton Middle School**

Implementation

Milestones II
Months 13-18
(Cont.)

VII. Title
Personal Development

Outcomes

- To support the school mission promoting personal development through improved student self-esteem, academic goal settings, and family functioning.

Components

A. Sensible, Acting, and Thinking program (SAT): a four week small group instructional program was developed by the counseling team and implemented by school staff.

B. Guest speaker program for students on goal setting and prioritizing, was instituted.

VIII. Title
Multicultural Education

Outcomes

- Improved student awareness and understandings of similarities and differences among the school population.

Components

A. Guest speaker program

B. Classroom and team multicultural education instruction

III. Title
The Canton Middle School Community Service Model

Changes

Some types of service delivery and sites changed. The schedule was altered to assure three successive half days of involvement for each grade level in the fall and spring.

IV. Title
Teaming

Outcomes

Students will

- find support and acceptance as a team member
- receive recognition from teachers and peers for progress and successes
- contribute to and benefit from team activities

Components

A. Team identity

B. Support Services

C. Projects

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Implementation

Milestones II
Months 13-18
(Cont.)

- Team continued to collect developmental home-based activities materials.
- Students helped produce and distribute home-based activities.
- Special activities developed to address immediate school-wide concerns.
- All students scheduled into small home-base advisory groups.
- Team relocated some advisory groups into more appropriate small group teaching areas.

B. Team continued to develop home-based activities Manual.

C. Team members participated in county-wide home-based activities developmental project.

D. Orientation programs conducted:
- Students oriented during interdisciplinary team meetings.
- Fifth grade feeder schools received home-based brochures during guidance visits.
- Parents oriented during Back-to-School night and received a parent brochure.
- Other groups receiving home-based information included the Superintendent's staff and state coordinators of pupil services.

Staff continued to target the outcome for technology:

V. **Title**
Using technology for addressing key components of information and intervention for student achievement

Outcomes
- To use technology as an instructional tool and to determine interventions and key components for student achievement organization.

Components

A. A committee was established to identify key components that makes a difference and affect student achievement.

B. A student information system is included for the computer.

C. Instructional framework project is to be included for teachers to identify effective instructional approaches and practices for student achievement and view their approaches for professional development.

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones II Months 13-18 (Cont.)		

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Implementation

Milestones II
Months 13-18
(Cont.)

II. Title
Instructional Enhancement

Outcome

- Continued development of the interdisciplinary teams for students that allow one set of teachers to be responsible for approximately 120 to 140 students.

Components

A. Interdisciplinary routines for students
B. Interdisciplinary instructional strategies and activities
C. Student and staff instructional resource materials
D. Communication strategies for parents
E. Team development through in-service

III. Title
Pride and Image Enhancement

Outcome

- Continued to enhance student, parent, and staff pride in MRM as well as foster positive school climate.

Components

A. Staff and student recognition activities initiated or continued include:
   - Student of the week and month recognition with certificates, T-shirts, MRM pins, and school and local newspaper announcements
   - Recognition for outstanding performance, behavior, and attendance awards

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones II Months 13-18 (Cont.)		

Implementation

Milestones II Months 13-18 (Cont.)

include Honor Roll certificates, Students Who Are Tops (SWAT) certificates, Lion's Pride awards, and perfect attendance certificates
- Student recognition is celebrated with awards assemblies, Honor Roll breakfast for students and parents, and a student recognition thermometer indicating the percent of students recognized - for academic year '91-'92: 93%
- Spotlight On Teachers bulletin board

B. Recognition activities/ programs being planned and developed include:
- a video titled "A Day in the Life of MRM" featuring student recognition enrichment and school programs
- the Principal's Gold Star Award

C. Student incentive activities for academic, attendance, and behavioral improvement initiated or continued included:
- monthly activities such as holiday celebrations, school dances, local and out of state trips, and assemblies

D. Building enhancement activities conducted by students, parents, and staff initiated or continued included:

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones II Months 13-18 (Cont.)		

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Implementation

Milestones II Months 13-18 (Cont.)

- Forming and Art Service Club with approximately 15 students:

a. developed large wall to wall banner for American Education week

b. developing artwork for cover and inside of yearbook (2 months)

c. built two mural boards this year by Art Services Club to be placed in hallways by central office; bulletin boards developed in lobby in back of showcase

- Created an adopt-a-plant program using students including special education students to grow and maintain plants.
- Developed signs for bathrooms (re: manners); banners welcoming 5th graders; and schoolwide directional signs.
- Created lobby plans for a new interior design: window treatment ordered; carpeting to be ordered. Implementation of lobby plans on hold for asbestos removal occurring during the 1992 summer.

E. Student clubs and after school activities continued until Spring with a work to rule action conducted by the teachers due to county mandated furlough days. A club fair was initiated to introduce students to the variety of available clubs.

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones II Months 13-18 (Cont.)		

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Implementation

Milestones II
Months 13-18
(Cont.)

IV. **Title**
Sixth Grade Transitionary Program

Outcome

- Continued to facilitate the adjustment and achievement of the entering MRM sixth grade class.

Components

A. Parent-student orientation restructured by the parent involvement action team. All 6th grade interdisciplinary teams were involved developing hand-on activities and stations.

B. Feeder elementary guidance departments increased coordination with MRM guidance department staff.

V. **Title**
Parent and Community Involvement

Outcome

- Continued to increase parent and community involvement in MRM programs.

Components

A. Business Partnerships expanded.
  - Planned DARE program evening graduation activity for the entire school. Participation included more parents, 6th grade students, volunteers, teachers, guest speakers, PTSA, and businesses (Mars and Giant). Video coverage promotes the public image of the school.

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones II Months 13-18 (Cont.)		

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Implementation

Milestones II
Months 13-18
(Cont.)

B. American Education Week format changed.
- Implemented an 8th grade Career Day coordinated by Resource Personnel with help from the Guidance and Tech. Ed Departments. Eighth grade counselor prepared students for question and answer periods and provided peer helpers to assist as guides and chaperons. Parent involvement increased. Groups involved included the Parent/Teacher/Student Association (PTSA), Baltimore County Public Schools, Essex Middle River Chamber of Commerce, and Youth Action Committee.
- Implemented PRIMETIME mathematics workshop for parents coordinated with the Mathematics department and collaborated with the PTSA.

C. Publicity and Human Relations promoted an awareness of the school's activities to the local and surrounding communities. A central office staff member assisted the committee.

D. Sixth grade Orientation restructured.

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones III Months 19-36	Programs I-VII reported in Milestones I and II were implemented and refined. **I. Revised:** *Integrated Computer Technology* G. Teacher Cadre Training on Integrated Technology H. CD Rom Applications **III. Title** *Critical Thinking and Problem Solving* E. Graduate courses in *Dimensions of Learning* F. Instructional Team Planning and Implementation **IX. Title** *Community Agency School Support* **Outcomes** • To improve student achievement and involvement through adolescent and family access to health, social service and recreational services. **Components** A. Medical Services/ Health Care B. Mental Health Services C. Child Care D. Family Counseling E. Academic Support F. Financial Assistance G. Individual Counseling H. Substance Abuse	The following educational projects are a sample from many that were improved or added during the 1992-93 school year: **I. Title** *National Honor Society (new Project)* • The Parent Advisory Board recommended that this recognition be provided; SIT accepted the suggestion. An ad hoc committee of parents and staff completed the tasks needed to institutionalize the program at Canton. Students were inducted in the Spring. **II. Title** *CollegeBound Project (Expanded)* • A part-time coordinator was employed through funds from the College Bound Foundation. Students demonstrating potential for academic challenges met regularly to discuss high school and college possibilities, visited several institutions of higher education, and attended presentations that encouraged academic pursuits. **III. Title** *Canton Project (Expanded)* • This project for high risk youth was ex-

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Implementation

Milestones III
Months 19-36

MRMS staff continued to implement activities supporting student academic achievement and involvement that were included in the 1992-93 School Improvement Plan. Outcomes for the goal areas and action teams remained the same as in Milestones I and II.

I. **Title**
Home-Base Advisory Program (HBA)
Components
A. Interdisciplinary teams assigned students to HBA groups.
B. HBA curriculum revised to include more hands-on and active learning lessons.
C. HBA leaders given more flexibility to choose appropriate lessons and to adapt or substitute lessons that address the topic area.
D. Incoming students and parents oriented to the HBA program during Back to School Night and through dissemination of the HBA Brochure.

II. *Instructional Enhancement*
A. Emphasis on higher level of teaming focusing on comfort, communication and cooperation
- Increased planning time for all teams
- Disciplinary Teams and Life

Successful programs, approaches, and interventions initiated in Milestones I and II were continued and expanded. Chief focus areas that have brought about success are: 1) Achieving school-based teacher and student decision-making/management through interdisciplinary teaming, and 2) the change in school structure, instruction, and organizational delivery exemplified in the achievement of instructional equity through heterogeneous grouping. Programs, strategies, and approaches developed and implementation through the interdisciplinary teaming decision-making process have proved successful in improving student achievement and involvement. Schools continued to focus on these areas to bring about change and improvement. Teachers monitored the implementation of these efforts continuously to make instructional adjustment as needed.

Riverview implemented a summer program in mathematics and science to augment and focus on student learning in these areas. Technology was used to assist in instructional delivery. Programs were implemented in the new technology lab located in the renovated facility.

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School

Implementation

Milestones III
Months 19-36
(Cont.)

Counseling
I. Parenting Awareness
J. Crisis Hotline
K. In-Home Support

X. *Health Education and Wellness*

Outcomes

- An integrated program of health education and wellness through content disciplines and related arts is developed and implemented.
- Students demonstrate understanding of health education in activity.
- Students and staff access wellness programs.

Components

A. Integrated health and wellness
B. Staff Wellness Program

XI. Title
Vocational/Academic Integration

Outcomes

- Achievement and involvement are increased among directed level special education students.

Components

A. Integrated vocational-academic model
B. School-community partnerships model

XII. Title

panded to include sixty students under the direction of a full time coordinator. Older students received work opportunities for which they were paid; younger students performed tasks at the school or at nearby locations such as libraries and nursing homes. The project was funded by Maryland's Tomorrow program at MSDE for 1992-94.

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Implementation

Milestones III
Months 19-36
(Cont.)

Teams established for special area teachers.
- Model forms for team planning developed and provided to staff.

B. Improving instruction through the use of *Dimensions of Learning* focus for '92-93
- Overview of *Dimensions of Learning* for entire staff
- Three credit inservice course taught by MRMS teachers, trained by the state, offered twice during '92-93
- Model of cross-curricular implementation provided to staff with follow-up.

III. Title
Pride and Image

A. Staff and student recognition programs continued as outlined in Milestones I and II. A new student recognition program addressed attendance. The Attendance Bingo was implemented monthly for students who had perfect attendance during the month. Winners received prizes.

Student Achievement and Involvement

Brunswick Middle School **Canton Middle School**

Implementation

Milestones III
Months 19-36
(Cont.)

Technology/Home Economics

Outcomes

- Student achievement and involvement are increased.

Components

A. Curricular Revisions

XIII. *Special Education Inclusion*

Outcomes

- Special education students are transitioned from center placements and included in a comprehensive middle grades school program.

Components

A. Transition Inclusion model

XIV. *Science Education*

Outcomes

- Student performance in science will be increased.
- Middle grade science education will emphasize laboratory and hands-on experience.

Components

A. Curricular Integration with technology
B. Laboratory-Activities Oriented Curriculum

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Implementation

Milestones III
Months 19-36
(Cont.)

B. Building Enhancement, a subcommittee of the Pride and Image Action team, redecorated the lobby; added more bulletin boards in the lobby and cork strips throughout the building for displays of students' work; developed a general information pamphlet for the public; and coordinated student displays throughout the year.

Title
Parent School Community Involvement

- Parent School Community Action team continued to implement the activities listed in Milestones I and II.
- Additional activities implemented, based on identified needs, included: parent seminars offered each semester; Math Night for students and parents; Wellness Night-collaboratively developed and implemented by the PTSA and the Integrated Pupil Services Action Team; and a Parent/School seven session outreach program.

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Evaluation		
Milestones I Months 1-12	Evaluation for each component was formative and summative. Progress toward outcomes was monitored and reported.	Evaluation for each component was formative and summative. The SIT monitored program components and their effectiveness in reaching action plan goals.
Milestones II Months 13-18	Evaluation procedures designed and implemented under Milestones I were maintained.	The SIT discussed each of the above components based on input from students, teachers, and other shareholders. A formal evaluation of the mentoring program was conducted by analysts employed by the project sponsor. Recommendations, including the hiring of a coordinator for the Canton Project, were expected to be implemented by September 1992.

Student Achievement and Involvement

Middle River Middle School	Riverview Middle School	Evaluation
The SIT, interdisciplinary teams, and action teams reviewed activities' implementation. Formative evaluations of the home-base student advisory program and interdisciplinary team level of implementation occured quarterly. The SIT reviewed MSPP and other student outcome data quarterly to monitor the effect the program implementation on student attendance, behavior, and achievement.	The interdisciplinary teams, the SIT, and action teams reviewed implementation activities. Formative and summative evaluation for each component was made. Progress reports concerning outcomes were monitored and reported.	**Milestones I Months 1-12**
The SIT interdisciplinary teams and action teams continued to review activities and their implementation. Formative evaluations of the home-base student advisory program and instructional enhancement program continued to be conducted quarterly using the CBAM model. The SIT continued to review the student outcome data quarterly to monitor the effect program implementation has on student attendance, behavior, and achievement.	Evaluation plans and procedure implemented under Milestones I were maintained.	**Milestones II Months 13-18**

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Evaluation		
Milestones III Months 19-36	Formative and summative evaluation components developed, operationalized and reported in Milestones I and II were maintained. Teachers developed holistic rubric standards for scoring student performance on criterion-referenced tests in science, language arts, mathematics and social studies. A site-based program evaluation component utilizing a national data base was adopted to assess project impact on student achievement and involvement.	Committees and the SIT continued to monitor, assess, and evaluate programs and actions taken to achieve established objectives. Funded programs such as CollegeBound, Mentoring and the Canton Project were analyzed extensively, and recommendations made to improve them. Data collected on Maryland School Performance Program areas such as attendance were statistically treated to determine significant changes occurring over time.

Student Achievement and Involvement

Middle River Middle School **Riverview Middle School**

Evaluation

Milestones III
Months 19-36

The SIT reviewed student outcome data quarterly to monitor the effects of program implementation on student attendance, behavior and achievement. Results indicated that the number of student disruptions as measured by office referrals and suspensions has decreased. Required parent conferences as a prevention to suspension increased. Report card data indicated that fewer students are receiving D and E grades and more students are receiving A and B grades. The changes in report card grades were still more pronounced in females, both white and African American; however, the white and African American males had positive changes also.

Home-Based Advisory Action team conducted quarterly evaluations of the program with input from teachers and students. Feedback resulted in the following changes: assigned the responsibility of HBA group assignments to the interdisciplinary teams; the inclusion of more hands-on activities and less paper/pencil activities as requested by students; and more reliance on HBA advisors to adapt the curriculum to meet the needs of the group as requested by teachers and students. The major change over the two years of implementation was a change in attitude towards the program by both students teachers and parents. At the end of the first year of the program implementation about half of the teachers and staff

Formative and summative evaluation components developed, operationalized, and reported in Milestones I and II were maintained. Evaluation of student achievement and involvement as measured by Maryland School Performance Assessment Program (MSPAP) standards has increased. Attendance scores continue to rise and office referrals and discipline problems declined.

Student Test Scores Have Improved.

Scores for the Level I Functional Reading, Writing[,] and Mathematics scores increased by ten (10) points and Writing increased by some six (6) points as measured by Maryland School Performance data. Reading scores that are already over 94% continued to improve. Teachers constantly monitor this improvement through use of the standards in the State Accountability System.

Student Achievement and Involvement

	Brunswick Middle School	Canton Middle School
Evaluation		
Milestones III Months 19-36 (Cont.)		

		Evaluation
thought the program was worth keeping and about 75% of the students thought it was worthwhile. At the end of the second year of implementation, 100% of the staff, students, and parents thought the program was worthwhile and beneficial to middle learning years students. The Baltimore County system now requires Home-Base Advisory as a part of all middle school offerings, and the Middle River Middle curriculum has been disseminated to the middle schools as a HBA curriculum model.		**Milestones III Months 19-36 (Cont.)**

Professional Development Process Models

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Organization		
Milestones I Months 1-12	The School Improvement Team (SIT) was comprised of representatives from each grade level, department, administration, and student support services, and the seven subcommittees: • Inter-related Interagency Services • Academic Achievement/ Multicultural Education • Critical Thinking and Problem Solving • School Community Environment • Technology • Outstanding Individual Achievement • Functional Skills	The school had five instructional teams, a pupil services team, and an administrative team. The School Improvement (SIT) was comprised of a representative from each of these teams, other interested staff, and a parent. Teams reported professional development needs through their representative. A subgroup was formed to implement and facilitate the delivery of professional development activities.
Milestones II Months 13-18	The organization of the professional development process model was maintained during Milestones II.	SIT meetings continued to be the primary forum for discussion of staff development needs and ways of addressing them. A professional development subgroup met periodically as needed to arrange inservice sessions for the total staff. Opportunities for individual or small group training beyond the school were shared by SIT members and the TAT at the weekly SIT meetings.

Professional Development Process Models

Middle River Middle School	Riverview Middle School	Organization
All Middle River Middle School (MRM) staff served on one of the following five action teams responsible for developing and implementing the school improvement goals and activities: • Home-base Student Advisory • Instructional Enhancement • Interagency Pupil Services • Pride and Image • Parent and Community Involvement Each of these teams determined the staff development needs for their area. Chairs of the action teams served on the School Improvement Team (SIT) with interdisciplinary chairs joining them on a regular basis as an extended steering committee to discuss staff development needs, planning, and implementation.	School-based professional development needs and activities were identified through interdisciplinary teams who communicated needs to the staff development committee. It determined needs and program planning to address these needs. This committee then conveyed this information to the School Improvement Team (SIT).	**Milestones I** **Months 1-12**
All the MRM staff continued to serve on one of five action teams, each involved in professional development activities (Home-Base Student Advisory, Instructional Enhancement, Integrated Pupil Services, Pride and Image, and Parent and Community Involvement.). Each team continued to determine its staff development needs as well as areas needed by the entire staff in order for action team activities to be implemented. The SIT determined the order of implementation of action team school-wide in-service.	The organization and communication for professional development activities remained the same.	**Milestones II** **Months 13-18**

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Organization		
Milestones III Months 19-36	The School Improvement Team (SIT) Professional Development Process Model developed and implemented during Milestones I and II were maintained. LEA and State sponsored programs of professional development supported SIT sponsored programs. The model was refined to include an intra-school professional development component conducted for and by school staff. A School-Based Comprehensive School Improvement Center (S-BCSIC) was planned and implemented by the SIT to provide technical assistance to schools planning school-based school improvement.	Organization procedures established during Milestones I and II were maintained. The Staff Development Committee, composed of representatives from each instructional team and most departments, was led by a SIT member. The Committee recommended topics and presenters to the SIT based on staff needs and interests. The central office continued to support the SIT's request for additional staff development time by allotting the school several extra non-instructional afternoons for training purposes. In preparation for their role as a Challenge School, staff members received extensive summer training as well. First and second year teachers at the school received further professional development twice a month during planned after school sessions.
Identification of Needs		
Milestones I Months 1-12	The SIT subcommittees (seven cross grade, cross department subcommittees) identified professional development needs based on data analyses of State, local education agency (LEA), and school measures of student and school performance and perceptual surveys of staff, students, and the community.	The SIT subcommittees identified needs based on data analysis of the Maryland School Performance Program (MSPP), other student outcome data and other data indicators, such as parent perceptions, school climate, teacher and student perceptions, and teacher and student performance.

Professional Development Process Models

Middle River Middle School	Riverview Middle School	
		Organization
The weekly restructured day provided the time for regular professional development for MRMS staff. The SIT established the master calendar of professional development including ordering the topics and addressing the request of the action teams and instructional teams (i.e., Interdisciplinary team, Life team, and the Integrated Mathematics/Science Project - "Project Team").	The professional Development Process model developed and implemented during Milestones I and II were maintained. Interdisciplinary teams and staff development committee members are responsible for school professional development. Additional Professional Development Models related to the School-Based Staff Development Center for School Improvement are organized and implemented. The focus of these models are described in Milestones I,II, and III under the Student Achievement and Involvement section of this publication. Interdisciplinary Teams, teachers, and administrators are organized for training Middle School Staff in the center, across the State, and nationally for middle school improvement efforts..	**Milestones III** **Months 19-36**
		Identification of Needs
The SIT developed its plan on an analysis of the Maryland School Performance Program (MSPP) and other student outcome data as well as a variety of process indicators such as student, parent, and teacher perceptions of school/ classroom climate, student analysis of their academic, personal, interpersonal, health, and career needs, teacher performance, school management, and school demographics. The SIT developed five goals based on this needs assess-	Interdisciplinary teams and staff development committee members identified needs and program planning to address these needs. Currently, these needs were identified in terms of the goals and objectives of the School Improvement Plan (SIP) and what training was needed to accomplish these goals.	**Milestones I** **Months 1-12**

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Identification of Needs		
Milestones I Months 1-12 (Cont.)		
Milestones II Months 13-18	The process for the identification of professional development needs was maintained during Milestones II.	Both essential and additional staff development needs were revealed through two separate interviews with instructional teams. First, two SIT volunteers received input from each team regarding preferred staff development. Later, the TAT identified similar needs through general discussions with each group. Data analysis of Maryland School Performance Assessment Program and other test results strengthened the SIT's earlier conclusions concerning professional development needs.
Milestones III Months 19-36	The process of identifying professional development needs by SIT subcommittees utilized in Milestones I and II was retained. Additionally, Instructional Team Leaders and Department Chairpersons assumed leadership roles in facilitating team/department identification of professional development needs based on data. The SIT conducted a self-assessment of professional development needs in school-based school improvement decision-making, leadership, conflict resolution and	During 1992 preschool meetings of the entire faculty, the Staff Development Committee surveyed the teachers to determine the types of training they desired to be on the "cutting edge" in middle school instruction. In small and large group discussions, they shared professional growth needs relative to improving student performance on the state functional and criterion-referenced tests. New teachers had a second opportunity to express their professional development interests at their first meeting. After their Challenge School Improvement Proposal was

Professional Development Process Models

Middle River Middle School	Riverview Middle School	Identification of Needs
ment with staff development activities becoming an integral part of each goal.		**Milestones I Months 1-12 (Cont.)**
Based on the student needs assessment/evaluation, each action team developed staff development activities. The SIT determined the order of total school-wide in-service conducted by one of the five action teams.	Needs continued to be identified through the team decision making process including the interdisciplinary teams, cross grade level content teams, and staff development committee. All of the teams, committees, and the SIT determine needs in terms of goals and objectives of the School Improvement Plan.	**Milestones II Months 13-18**
The Action teams and Instructional teams reviewed student outcome and survey data and data and feedback from staff to identify professional development needs that supported the goals of the School Improvement Plan. Professional development was an integral part of each of the SIP goal areas. The SIT planned the professional development calendar for the year addressing the identified needs.	Needs continue to be identified through processes established in Milestones I and II. Essentially, this process involves the operational process model formerly implemented (see appendix for graphic.) The Interdisciplinary Teams, Staff Development Committee, and School Improvement Team continue to monitor the data on their locally designed intervention data base and the accomplishment of the goals and objectives of the School Improvement Plan to identify needs.	**Milestones III Months 19-36**

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Identification of Needs		
Milestones III Months 19-36 (Cont.)	SIT continuity. The SIT developed technical assistance needs identification materials for schools and LEA staff requesting the services of the School-Based Comprehensive School Improvement Center (S-BCSIC).	finalized, the numerous faculty members working on the project during the summer months expressed training needs that existed relative to implementation of the non-graded model and achievement of the program goal.
Development of Priorities		
Milestones I Months 1-12	The SIT determined school-wide professional development priorities to address student outcomes and school performance. Subcommittees developed professional development activities to address specific needs of the subcommittee.	SIT made recommendations based on data analysis. As school priorities were identified, staff development was planned to address needs to reach student outcomes. SIT members periodically reported on staff development needs as identified by staff.
Milestones II Months 13-18	The process for prioritizing professional development programs was maintained during Milestones II.	Feedback from the instructional staff through interviews and reports made by SIT members indicated that teachers continued to have high interest in improving their classroom management skills, particularly with potentially disruptive students. Canton's results on the 1991 Maryland School Performance Assessment Program, combined with two awareness sessions on the test structure and content, motivated the staff to request professional development promptly that related to "cutting edge" instructional delivery systems and performance assessments. The mathematics department established this same

Professional Development Process Models

Middle River Middle School	Riverview Middle School	
		Identification of Needs **Milestones III Months 19-36 (Cont.)**
		Development of Priorities
The action teams identified needs, and plannned and implemented the staff development for each of their areas. The SIT analyzes all these needs and set the school-wide staff development priorities, budget, and calendar of events.	The interdisciplinary teams, the Staff Development Committee, and the SIT determined the priorities in terms of the goals and objectives of the SIP.	**Milestones I Months 1-12**
The five action teams continued to identify, plan and implement the staff development needs for each of their areas. The SIT continued to analyze all needs and set the school-wide staff development priorities, budget, and calendar of events.	Priorities were developed based upon the goals and objectives in the School Improvement Plan.	**Milestones II Months 13-18**

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Development of Priorities		
Milestones II Months 13-18 (Cont.)		priority at an earlier date as a result of its involvement in an MSDE project intended to raise students' achievement levels in the subject area.
Milestones III Months 19-36	The process for the development of professional development priorities was maintained from Milestones I and II. Instructional Team Leaders and Department Chairpersons contributed to the collaborative development of priorities to meet specific needs. Requests for services submitted to the School-Based Comprehensive School Improvement Center were prioritized by the SIT through the principal and SIT Leader.	During the 1992-93 school year, the Staff Development Committee responded to expressed needs by focusing on instructional strategies that correlated positively with successful student performance on MSPAP or functional testing programs. Summer inservice sessions were intended also to prepare staff for a different approach to instructional teaming—one in which students would be assigned without regard to age, grade, or ability level, and in which curriculum would be based on interdisciplinary themes and supported by technology.
Planning		
Milestones I Months 1-12	SIT subcommittees planned programs and submitted budget requests for professional development to SIT for final approval. SIT planned programs and determined budget for school-wide instructional team and subcommit-	The Staff Development Subcommittee planned school staff development activities at SIT and subcommittee meetings. The principal and chair of SIT contacted consultants to address the total staff and/or smaller groups. Evaluation was conducted.

Professional Development Process Models

Middle River Middle School	Riverview Middle School	
		Development of Priorities
		Milestones II Months 13-18 (Cont.)
The five Action teams continued to identify, plan, prioritize, and implement professional development that addressed identified needs. The SIT continued to analyze all needs and set the school-wide professional development priorities, budget and calendar of events. During Milestones III the priorities for professional development were: increasing student achievement through integrating instruction; disseminating the school improvement process models through the School-Based School Improvement Center and addressing school needs identified by the action and instructional teams.	The collaboration process as outlined in the Identification of Needs section was used to establish priorities. These priorities reflect the goal-setting process that is conducted annually for the establishment of the school improvement plan. Immediate interventions on needs that arise are continuously identified through the monitoring process and can initiate modifications to the plan. Dissemination of Successful Professional Development Models continues to be a priority both locally and nationally. The school has numerous visitors. Teachers and administrative staff conduct on-site training within the center, across the State, and out-of-State training through national networks.	**Milestones III Months 19-36**
		Planning
The SIT, with the Maryland State Department of Education (MSDE) Technical Assistance Team (TAT), identified appropriate activities, consultants, and resources for professional development. Action teams developed the	The interdisciplinary teams, the Staff Development Committee, and the SIT planned programs and budget resource requests. These planned activities were in terms of accomplishing goals in the SIP. Staff Development activities were included in the SIP.	**Milestones I Months 1-12**

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Planning		
Milestones I Months 1-12 (Cont.)	tee professional development. Professional development activities were included in SIP, including topic(s), projected dates, and personnel responsible.	
Milestones II Months 13-18	The planning process for professional development was maintained during Milestones II.	The principal obtained permission from the local education agency's Director of Middle Schools to hold several professional development sessions on school time. The SIT considered both internal and external speakers who might best help the staff improve its management skills and instructional delivery techniques. A SIT subcommittee, assisted by the SIT chair, handled the details for each inservice activity. The principal and SIT chair arranged for interested teachers to attend national and state middle school conferences.
Milestones III Months 19-36	The planning process for professional development implemented during Milestones I and II was maintained in Milestones III. Intra-staff professional development was planned by staff based on SIT, Instructional Team and Department identified needs. The SIT developed presentations	Planning procedures reported in Milestones II were maintained in Milestones III. The Staff Development Committee reviewed staff needs; identified state, local, and school experts to provide requested presentations; gained approval from SIT; and arranged the trainings. For the new teachers' inservices, other members of

Professional Development Process Models

Middle River Middle School	Riverview Middle School	Planning
professional development programs with a variety of follow-up strategies to support their outcome areas. The Instructional Enhancement action team developed the major instructional professional development activities and facilitated transfer of content through department and interdisciplinary teams structures.		**Milestones I Months 1-12 (Cont.)**
The SIT with the MSDE TAT continued to identify and plan appropriate activities, and access consultants, and resources for professional development. Action teams continued to plan the professional development programs with a variety of follow-up strategies to support their outcome areas. The Instructional Enhancement action team planned the interdisciplinary professional development and facilitated transfer of content through department and interdisciplinary team structures.	Planning took place through all teams, committees, and the SIT. Individuals or teams were designated the responsibility for planning the professional development activities. The professional development activities planned were based on the School Improvement Plan.	**Milestones II Months 13-18**
The planning process for professional development was maintained during Milestones III with the SIT and the MSDE TAT identifying and planning appropriate activities; accessing consultants and resources and assisting the SBSIC coordinator with the dissemination of the school improvement models. More emphasis was	The planning process established in Milestones I and II continue to be maintained. The process has been delineated under the Organization, Identification of Needs, and Priorities sections under Professional Development. School staff continue to monitor progress related to the school improvement plan, and student achievement and	**Milestones III Months 19-36**

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Planning		
Milestones III Months 19-36 (Cont.)	and print materials to support the School-Based Comprehensive School Improvement Center.	the staff and the principal were scheduled. Special professional development sessions were planned for the Mathematics Department to address identified needs as part of an MSDE funded agreement.
Implementation		
Milestones I Months 1-12	SIT or a subcommittee researched topic(s), identified resources (material, speakers, etc.) and conducted activity. Professional development was collaboratively planned and implemented. Professional development activities were conducted school-wide, during interdisciplinary teams meetings held each Friday or during SIT subcommittee meetings.	The principal contracted for external presenters as needed. Maryland State Department of Education (MSDE) Technical Assistance Team (TAT), local education agency central office (LEACO) staff, and Canton staff presented on requested topics at in-service sessions and lead follow-up discussions in large or small groups.
Milestones II Months 13-18	Faculty, instructional team, small group, and individual professional development programs based on identified and prioritized needs were conducted. Professional development was conducted	Canton staff conducted most of the afternoon inservice sessions for the total faculty. The TAT, other MSDE personnel, and Baltimore City Public Schools (BCPS) Central Office staff provided large and

Professional Development Process Models

Middle River Middle School	Riverview Middle School	
		Planning
placed on planning for transfer of content through the variety of Instructional teams.	involvement data asisst them in to planning for interventions necessary for student growth. Professional development models and activities are designed based upon research, effective practices, and teacher or staff-designed programs and models that have proved effective for Middle Grade student learning. Staff continues to plan for Middle Grade development related to recommendations of Maryland's *What Matters in the Middle Grades* and Carnegie Corporation's*Turning Points*.	**Milestones III Months 19-36 (Cont.)**
		Implementation
Professional development occured during summer planning sessions, delayed school opening, and on a weekly basis during a restructured day. Action teams conducted professional development activities for their outcome areas. For several activities, outside consultants provided support for program implementation with the entire staff or teams. Two members of the SIT provided intensive training for staff on classroom management during a 15-session workshop.	The interdisciplinary teams, the Staff Development Committee, and the SIT researched topic(s); identified resources, materials, speakers, etc; and conducted activities. Professional development activities were held during the school year and the summer.	**Milestones I Months 1-12**
Action teams conducted the following professional development activities. For several activities outside consultants provided support for program implementation with the entire staff or teams.	Teams, committees, and entire school professional development activities were conducted. Staff also participated in cross-school professional development activities. A workshop was held on	**Milestones II Months 13-18**

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones II Months 13-18 (Cont.)	through peer presentations, seminars, county sponsored in-service, and outside consultants. Training was held during faculty meetings, Team Interaction Periods by grade-level interdisciplinary instructional teams, summer in-service sessions and retreats, and academic day release time. A leadership development retreat was facilitated by a consultant for the SIT. The Instructional Framework, an interactive professional development technology, was introduced, training provided, and operationalized by the staff. Training in technology applications for instruction and formative and summative assessment were provided. Training in the county-sponsored Criterion-Referenced Evaluation System was provided. Staff and students participated in multicultural education experiences and hosted Dr. Lorraine Monroe during an introductory event. Additionally, the SIT participated in MSDE sponsored professional development on the *Dimensions of Learning* with Dr. Deborah Pickering. SIT members participated in professional development activities to develop plans for a School-Based Comprehensive School Improvement Center to serve Frederick County, other LEA's, and schools in planning and implementing comprehensive school improvement.	small group training on the Instructional Framework management techniques and *Dimensions of Learning*. A resource room that housed current instructional and curricular materials, including the Instructional Framework video disc and computer program, was initiated. New teachers met with their mentors as needed; they received professional development as a group from the principal and staff designees at ten meetings.

Professional Development Process Models

Middle River Middle School **Riverview Middle School**

Implementation

Milestones II
Months 13-18
(Cont.)

A. Home-base training sessions held for faculty.
B. Pupil services/interagency staff conducted in-service sessions for faculty and/or parents on the following topics: 1) an introduction to the pupil services program, 2) an introduction to the MSAP 3) overview of drug intervention procedures and 4) description and strategies for Attention Deficit Hyperactive Disorder children.
C. Pupil Services team members attended prosocial seminar, National Student Assistance Conference, and State Maryland Student Assistance Program (MSAP) conference.
D. Instructional Enhancement conducted staff development days with national middle school consultant, Dr. Nancy Doda. Follow-up sessional help by staff for the implementation of interdisciplinary teaming.
E. Instructional Enhancement Committee co-chairpersons participated in *Dimensions of Learning* staff development activities presented by MSDE.
F. Staff attended conference conducted by MSDE on *Dimensions of Learning* and becoming a training center.
G. Instructional Enhancement *Dimensions of Learning* conducted by Deborah Pickering. SIT participated in professional development activities to plan for a school improvement center to assist Caroline County and other middle school educators in implementing middle school improvement plans, programs, and strategies.

Additional activities were conducted concerning the use of technology, instructional decision-making/site based management, and curricular approaches for student achievement. Workshops were held during the summer targeted to curricular development and alignment for learning outcomes related to Maryland School Performance Assessment Program (MSPAP) as well as criterion-referenced interdisciplinary applications. Additional workshops were also held to plan for the development of materials for the school improvement centers.

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones II Months 13-18 (Cont.)		
Milestones III Months 19-36	SIT, Instruction Team and Department professional development activities were conducted by consultants and staff. LEA and state sponsored professional development activities to support improved student and school performance were planned and conducted. The LEA emphasized training in instruction through technology applications. MSDE sponsored programs in *The Dimensions of Learning* were conducted. School-based intra-staff training in *Dimensions in Learning* was planned and conducted. Graduate credit courses in *Dimensions of Learning* were accessed by the staff.	Thirteen sessions that focused predominantly on Maryland School Performance Assessment Program-related activities, *Dimensions of Learning*, and specific instructional strategies were provided to staff during the 1992-93 school year. Orientation sessions relating to MSDE's Challenge School expectations were also stressed. Training was provided every two weeks for new teachers after school. Extensive professional development occurred in August 1993 through funding from the Challenge School initiative. The central office also provided other training sessions that exposed selected representatives to its new computerized curricular materials.

Professional Development Process Models

Middle River Middle School	Riverview Middle School	Implementation
sub-committee conducted a METNET staff development training session and an Instructional Framework session. H. Conducted an in-service course on Classroom Management from September through April 6, 1992.		**Milestones II Months 13-18 (Cont.)**
Professional development was provided weekly during the restructured day. Summer professional development was conducted by Integrated Pupil Services Action Team, Home-Base Advisory Action Team, Interdisciplinary Team leaders, Sixth grade Teams, Project Team Mathematics/Science Integration Project, Instructional Enhancement Action Team, Life Teams for Integration of Health Education and Technology into the family studies and technology education curriculum, Parent School Community Action Team and SIT Team. The following professional development activities were provided to the MRMS staff: A. Home-Base Advisory training sessions for faculty focusing on appropriate study skills for each grade level and learning strategies appropriate to meet team needs were presented.	Staff continued to receive training in areas of needs. The refinement of mainstreaming special education students, new forms of team-building, and articulation training were implemented. Training was conducted for implementing improvement in the coordination of curriculum for better correlation to the mandated tests, new grouping strategies, and implementing communication patterns for information about student levels of achievement. Also conducted were school staff development activities to assist teachers in implementing broad outcomes that cut across grade levels and methods of developing alternative forms of assessment to apply to these outcomes. Teachers engaged in staff development activities to improve instructional capabilites in heterogeneous classroom settings and to improve the academic performance of students at-risk in the areas of functional tests according to established criteria. Also, professional development	**Milestones III Months 19-36**

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones III Months 19-36 (Cont.)		

Professional Development Process Models

Middle River Middle School **Riverview Middle School**

Implementation

Milestones III
Months 19-36
(Cont.)

B. Integrated Pupil Services provided professional development sessions to new staff on the comprehensive services model including services, referral procedures, the role and function of the CCSS/TSST teams and accessing and using the student management date-base. Three sessions were also provided to the entire faculty on student management philosophy, procedures, routines, and the roles of staff. Additional topics provided included Racial Harmony program for staff and students; Temporary Alternative Program (TAP), Maryland Student Assistance Program and Peer Mediated Conflict Resolution Training.

C. Instructional Enhancement implemented professional development to address the instructional needs. A three-credit inservice course in the *Dimensions of Learning* was offered twice during the year and included training participants as coaches for their interdisciplinary teams. The entire staff received six sessions on the *Dimensions of Learning*. The MRMS staff were trained on integrating curriculum and teaching to improve activities were held to improve the attendance of students with chronic attendance difficulties and to improve the behavior of chronically disruptive students.

Programs for staff in the identification and involvement of the support services health team, interagency services, and pupil services were conducted.

Two focus models that cluster and integrate the strategies, models, and approaches used at Riverview were implemented for professional development activities conducted within and outside the School-Based Professional Development Center:

These models were:

1.) Achieving school-based decision-making/management through interdisciplinary teaming

2.) Achieving instructional equity through heterogeneous grouping

These models have also been disseminated in national publications such as *How To Untrack You School* - Paul George (1992), and *"Ability Grouping and Equity" - ASCD Monthly* publication (Spring 1993), and presentations of these professional development models have been made at national conferences and Institutes.

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones III Months 19-36 (Cont.)		

Implementation

Milestones III
Months 19-36
(Cont.)

performance on the Maryland School Performance Assessment Program (MSPAP). These opportunities included three sessions on MSPAP presented by MRM staff and a consultant from MSDE and sessions on cross-curricular unit implementation and follow-up. New staff were trained on the use of the Instructional Framework and all staff were provided time to pursue their individual professional needs through the use of the Instructional Framework.

D. Parent School Community Action Team trained volunteers in two sessions and inserviced the entire staff on the topic "What is Parent Involvement." Two parent seminars were provided entitled "Homework, Interims, and the Parent Conference" and "Discipline and the Family," and a seven week series of support groups for parents were provided as an outreach program in one of the Middle River community housing projects.

E. The Project Team staff trained Interdisciplinary and Life team leaders on

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones III Months 19-36 (Cont.)		

Implementation

Milestones III
Months 19-36
(Cont.)

the integration project. This opportunity was a two-day session. The Project Team staff also provided coaching to Interdisciplinary teams on developing integrated units that were based on the *Dimensions of Learning*.

F. The Pride and Image Action Team trained the staff on the implementation of Attendance Bingo.

G. The School-Based School Improvement Center provided professional development to a wide range of Maryland and national educators. The major activities included training on the development and implementation of the school improvement process models. Major center activities are as follows:

- Using Data to Develop the School Improvement Plan and Organizing the School for School Improvement was presented to the following: Harford County Public School Supervisors and Principals; National Middle School Association Conference; Eastern Regional Middle School Asso-

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones III Months 19-36 (Cont.)		

Professional Development Process Models

Middle River Middle School **Riverview Middle School**

Implementation

Milestones III Months 19-36 (Cont.)

ciation/CCSSO workshop; Baltimore County Northeast area principals; Maryland Directors of Pupil Services; Baltimore City Challenge Schools principals, SIT chairs and facilitators; Baltimore County Public Schools Division of Curriculum and Instruction; Loyola College graduate students in Administration and Supervision; and the Maryland Business Roundtable.

- The Integrated Pupil Services Comprehensive Service Delivery Model was presented to the following: Baltimore County Northeast Area administrators, Maryland Directors of Pupil Services, Baltimore City Challenge Schools principals, SIT chairs and facilitators, Harford County Public Schools supervisors and administrators and to Johnny Cake Middle School.

- Many educators including principals, SIT chairs, and SIT team members observed plan implemen-

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Implementation		
Milestones III Months 19-36 (Cont.)		
Evaluation		
Milestones I Months 1-12	Evaluation was both formal and informal. Formal written feedback was collected. Informal feedback (comments from staff) was discussed at SIT and subcommittee meetings.	Formal staff development sessions included an evaluation component. The results guided further efforts. Informal evaluation occurred at SIT meetings following the activity; team representatives reported on the reactions of their colleagues.
Milestones II Months 13-18	The process for evaluating professional development programs was maintained during Milestones II.	Most staff development sessions held during this period were evaluated informally at the end of the session and again at subsequent SIT meetings. Representa-

Professional Development Process Models

Middle River Middle School	Riverview Middle School	
		Implementation
tation and SIT meetings during Milestones III: Visitors from Dorchester County area colleges and universities, Harford County, Anne Arundel County, and Baltimore County participated in these opportunities.		**Milestones III Months 19-36 (Cont.)**
H. The MSDE facilitators trained the Interdisciplinary andLife Team chairs on Conducting Effective Team Meetings and the Roles of Team Leaders and Members. The SIT Team was trained prior to each school year on Shared Decision-Making and Effective Leadership Skills.		
		Evaluation
The SIT committee and presenting action team reviewed information provided on feedback instruments. Formative evaluation monitoring of professional development implementation occured quarterly. The SIT reviewed MSPP and other student outcome data quarterly to monitor the effect of program implementation on students.	Evaluation was both formal and informal. Formal written feedback was collected. For informal feedback, staff shared impressions and feelings regarding usefulness, relevance, and effectiveness of sessions. Interdisciplinary Teams, the SIT, and the Staff Development Committee reviewed evaluations concerning staff development.	**Milestones I Months 1-12**
Formative evaluations monitoring professional development occurred quarterly and revealed the following changes in roles, rules, and/or responsibilities:	Evaluations process and procedures were continued during Milestones II.	**Milestones II Months 13-18**

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Evaluation		
Milestones II Months 13-18 (Cont.)		tives from the pupil support teams shared the reactions of their teams with SIT. SIT then discussed the value of further consultation from the same resources or other types of needed follow-up. Staff attending the MSDE "Dimensions of Learning" training off-campus completed a formal evaluation. Teachers inserviced on the Instructional Framework at the school will also complete a formal evaluation. Formative evaluations of the latter project at SIT meetings and at training sessions led to improvements and recognition of other adjustments needed to increase its effectiveness as a professional development tool for Canton.

Professional Development Process Models

Middle River Middle School **Riverview Middle School**

Evaluation

Milestones II
Months 13-18
(Cont.)

A. Interdisciplinary team members
   - Empowered to set discipline/behavior guidelines, parent conferences, and scheduling of team time.
   - Have become team leaders, directing, and managing peers.
   - Are an integral part of the entire school atmosphere; all working together on one major focus.
   - Have more and are assuming more responsibility for maintaining discipline outside of the classroom.
   - Decide on discipline policy for their students.
   - Work collaboratively with peers to solve student behavior/academic concerns—an added intervention before administrative action taken.
   - Implement activities with an increasing degree of autonomy.

B. Administrators work with interdisciplinary teams instead of planning for or directing them.

C. Principal facilitates focus on teaming.

D. Staff serve in a new role as Home Base Advisor.

Carnegie/MSDE/LEA Comprehensive School Improvement Initiative

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Evaluation		
Milestones II Months 13-18 (Cont.)		
Milestones III Months 19-36	The process for evaluating professional development programs was maintained during Milestones III. Data from summative evaluations of school, LEA and state professional development activities, presentations and programs, as well as the school's School-Based Comprehensive School Improvement Center, was collected, analyzed and contributed to needs identification and program planning.	Most staff development programs were evaluated both individually by attendees through use of prepared forms and collectively through SIT and instructional team discussions. Follow-up presentations on topics viewed of high significance for improving student achievement were often requested. The success of trainings focused on MSPAP test areas will be reflected ultimately through enhanced student performance results.

Professional Development Process Models

Middle River Middle School	Riverview Middle School	Evaluation
E. All staff serve on an action team (e.g., instructional enhancement, pupil services, home-base advisory, patent & community, and student activities) taking responsibility for planning and implementation of school-wide activities. Examples include: • Sixth grade orientation and back-to-school night. • Fifth grade transition and orientation. • Home-base advisory. • Student recognition. F. Direction of the Integrated Pupil Services Team driven by the team rather than the administration. The SIT reviewed MSPP and other student outcome data to monitor the effect of program implementation on students.		**Milestones II Months 13-18 (Cont.)**
• Thirty-five MRMS staff completed the *Dimensions of Learning* inservice course. An additional fifteen teachers from the Baltimore County Northeast Area completed the course. As a result of the inservice course the MRMS participants assisted their interdisciplinary teams to develop and implement an integrated curriculum unit based on the Dimensions.	The evaluation process formerly established has been maintained during Milestones III. School, the Local School System, and State data concerning professional development activities, presentations, and programs have been collected and analyzed. The data contributed to the needs identification and program planning process for professional development. Data concerning the Professional Development Center Activities	**Milestones III Months 19-36**

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Evaluation		
Milestones III Months 19-36 (Cont.)		In individual meetings with the principal at the end of the school year, new teachers were questioned about the value of their training series to them. Highly positive feedback was received.

Professional Development Process Models

Middle River Middle School **Riverview Middle School**

Evaluation

Milestones III Months 19-36 (Cont.)

As a result of the entire staff being trained on the Dimensions each Interdisciplinary team implemented two classroom activities based on the Dimensions.

- Twenty-eight parents participated in parent seminars.
- The Home Base Advisory Curriculum was disseminated to all Middle Schools in Baltimore County. Representatives of the Home Base Advisory Action Team participated in the county task-force to develop the HBA program for the county. The MRMS curriculum was adopted by the system as one model for the system's HBA program to be implemented county-wide in 1993-94.
- The Integrated Pupil Services Comprehensive Service Delivery Model is being adopted and adapted for Booker T. Washington Middle School, as a Baltimore City Challenge School.
- The S-BSIC serviced over 180 Maryland local education personnel, teachers, and administrators. Over thirty representatives from within and outside of the school have also been collected and analyzed and used in the identification of needs and planning process for improvement.

Professional Development Process Models

	Brunswick Middle School	Canton Middle School
Evaluation		
Milestones III Months 19-36 (Cont.)		

Professional Development Process Models

Middle River Middle School **Riverview Middle School**

Evaluation

Milestones III Months 19-36 (Cont.)

Maryland higher education institutions participated in center activities. The center activities were disseminated to over 120 participants in national audiences.

- The Mathematics/Science Integration project "Project Team" has been doubled to service one seventh grade session and one eighth grade session.
- During the final summer of Milestones III MRM dedicated 309 teacher days to professional development planning and implementation activities.

Carnegie/MSDE/LEA Comprehensive School Improvement Initiative

State and Local Education Agencies: Building a Shared Vision

State and Local Education Agencies: Building a Shared Vision

Maryland's Middle Grade School State Policy Initiative (MMGSSPI) reflects issues of systemic reform set forth in Carnegie's *Turning Points* and Maryland's *What Matters In The Middle Grades*. The goal, outcomes, and state, local, and school level objectives of this initiative, along with the evolution of *Vision of Maryland Schools 2000* (Appendix B), guided collaborative reform in policies, programs, and services for early adolescents and their families.

Central to middle school reform were the issues of policy, coordination and integration of interagency support services, curriculum, technology, instruction, and assessment to realize increased student achievement and involvement. For too long well intentioned policies and programs have been initiated to improve student and school performance without coordination within or among agencies. State and local education and human services agencies cited confidentiality and funding conflicts as barriers to integrated and coordinated service delivery. The patchwork of services resulted in students and their families receiving discrete services, duplicated services or no service at all. Agencies, sensitive to policy compliance, funding strictures, and program prerogatives, conducted business as usual. Rules, roles, relationships, and responsibilities remained the same.

Dr. Nancy S. Grasmick, Special Secretary for the Governor's Office for Children, Youth and Families, provided leadership in addressing interagency coordination. In the role of Special Secretary and in her subsequent appointment as State Superintendent of Schools, Dr. Grasmick shaped the State infrastructure between and among agencies to enable systemic reform to occur.

To promote improved student attendance, achievement and behavior in four lead middle learning grades schools, four precepts were identified as drivers of reform:

(1) systemic reform is based on identified and prioritized needs based on data from multiple sources.
(2) state and local departmental and agency policies must support local and school-based reform.
(3) state and local department and agency policies and programs must lend recognition to the middle learning years as a period of cognitive and affective development distinctive from early and high school learning years; and
(4) school reform is advanced when state and local departments' and agencies' rules, roles, relationships, and responsibilities are directed at the support of school-based reform.

REFORMING ROLES, RELATIONS, AND RESPONSIBILITIES

Policy, program and service delivery reform necessitated new ways of doing business. New structures, relationships and refined roles were established in state and local agencies to promote dialogue and collaboration in resolving issues related to policies and funding. Reform minded school administrators and staff, superintendents, local education agency central office liaisons, and an ever expanding cadre of state and local agency representatives, each with a key role, joined the initiative.

STATE EDUCATION AGENCY

The traditional role of the State Education Agency (SEA) as a monitor of Local Education Agency (LEA) and school policy compliance was redefined by this initiative. Building collaborations, facilitating access to resources and services, and serving as a change agent to assist school-based reform defined the SEA role. Key among these activities was building collaborations among state agencies, the LEAs and the

schools to address critical policy issues of confidentiality of information, coordination of service delivery and flexibility in funding to address school-based needs. *The Maryland Council for School Improvement*, an inter-departmental group, was established to articulate policy and service delivery barriers identified by school-based personnel, local school system personnel, and local agencies to the Governor's Subcabinet for review and action.

The Council was comprised of representatives of the Governor's Office for Children, Youth and Families, the Eastern Shore of Maryland Education Consortium, state departments of Health and Mental Hygiene, Human Resources, Juvenile Services, Budget and Fiscal Planning, and Assistant State Superintendents from the Maryland State Department of Education. Dr. Nancy Grasmick, State Superintendent of Schools and the Governor's Special Secretary for the Office for Children, Youth and Families, served as the Advisory Chair for the Maryland Council for School Improvement with the MMGSSPI Project Director acting as staff to the council.

The Maryland State Department of Education established the School Improvement Action Team (SIAT) with representatives of the education department's divisions as well as representatives of the state departments of Health and Mental Hygiene and Human Resources to facilitate school-based comprehensive school improvement through technical assistance and professional development. Additionally, Technical Assistance Teams comprised of department of education specialists with support from other state agencies served as members of the four School-Based School Improvement Teams. The Technical Assistance Teams (TAT) served as outside change agents with the four School Improvement Teams (SIT), providers of technical assistance, accessors of human and fiscal resources and liaisons among schools, the School Improvement Action Team, and the Project Director. The MMGSSPI Project Director provided leadership and coordination for the initiative with the TATS, SIAT, and acted as liaison to the Maryland Council for School Improvement, the state policy review team.

LOCAL EDUCATION AGENCY

Project schools initiated school-based reform with the support and commitment of the LEA Superintendent. A Letter of Expectancies outlined the LEAs project roles, responsibilities, and resource commitments. A policy level decision maker was appointed by each LEA Superintendent to serve as a liaison to the project with the school, state and local agencies and the State Department of Education. The liaison served as a member of the School-Based School Improvement Team and the MSDE School Improvement Action Team.

The role of LEA Central Office (LEACO) liaison became critical to school-based reform. Traditional roles and relationships of the central office liaison within the LEAs' in articulating and promoting reform concepts, identifying policy barriers, accessing and coordinating LEA resources, funding and technical assistance, and supporting school-based personnel as an "essential friend" were enhanced. Less traditional roles and relationships evolved based on school identified needs.

New relationships with state, county and local government agencies, private organizations, non-profit human service agencies, parents and the community were forged. Marketing reform concepts for integrating and coordinating services and funding; facilitating interagency dialogue, planning and service coordination; identifying and articulating to state policy decision makers the strengths and barriers to interagency coordination, and the accessing of interagency resources, funding and technical assistance redefined the role of LEA Central Office Personnel.

State and Local Education Agencies: Building a Shared Vision

COLLABORATION TO REFORM POLICIES AND RULES:

Maryland's four Middle Grade School State Policy Initiative schools and the local education agencies identified two policy issues which had served as inhibitors to school reform: the inability to develop coordinated interagency response to early adolescents and their families due to policy strictures on confidentiality; and the lack of flexibility in targeting categorical funding to support school-based reform predicated on identified and documented needs. These issues were articulated to the state's School Improvement Action Team (SIAT) and the Maryland Council for School Improvement, the interagency structure established through this initiative to review policy issues and concerns. Two strategies were employed to address the issue of confidentiality. First, the Maryland Council for School Improvement promoted interagency dialogue on this issue and facilitated collaboration with the council members local agency counterparts and the Local Education Agency Central Office (LEACO) liaison. The collaborators worked to develop an agreement to facilitate appropriate and limited information exchange among agencies providing services to adolescents and their families. This agreement was reviewed and approved by the Maryland State Attorney General's Office. Second, the broader issue of the impact of confidentiality policies was forwarded by the Maryland Council for School Improvement to the Governor's Subcabinet for the review and consideration of legislation. Dr. Grasmick appointed a subcommittee of the Subcabinet for Children, Youth, and Families in 1993 to examine the confidentiality policies across agencies and to formulate recommendations to the Special Secretary. The subcommittee drafted legislation that Dr. Grasmick will submit to the Maryland General Assembly for the 1993-94 legislative session. This legislation is designed to facilitate interagency collaboration while protecting the right of privacy for students and their families.

Funding, the second policy issue raised by schools and local education agencies, reflected two key concerns: school-based decision making, and flexibility of funding. The Maryland Middle Grade School State Policy Initiative's fundamental precepts recognized that reform was vested in schools and supported by local and state agencies. The SIT in the four lead schools in the initiative developed school improvement budgets based on school improvement plans: the result of the analysis of data from multiple sources. LEACO and State TATs provided assistance. Those most closely accountable for student attendance, achievement and behavior, school-based personnel, were the decision-makers on the applications of funding. It is clear that streaming of funds to support school-based decision making will be examined in Maryland's MGSSPI Phase III.

Lessons Learned: Some Conditions for Middle Grade Reform and School-Based School Improvement

Lessons Learned: Some Conditions for Middle Grade Reform and School-Based School Improvement

The Maryland Middle Grade School State Policy Initiative (Phases I and II) at four middle grade schools has yielded valuable lessons and observations over a period of thirty-six months. An expanding network of school, community, local, state, and national collaborators contributed to an on-going and evolving process resulting in improved student and school performance. Whether in comprehensive interagency services to support students and their families, student achievement and involvement, or professional development, new ways of doing business were fashioned through the efforts of hundreds of collaborators. Further, it is recognized that many lessons are yet to be learned.

Five conditions critical to successful change have been identified by Maryland Middle Grade School State Policy Initiative (MMGSSPI) participants which are essential to address the eight common core areas detailed in Carnegie Corporation's *Turning Points* and achieve systemic middle grade school reform:

- Trust and Commitment
- Knowledge and Information
- Collaboration and Recognition
- Resources
- Time

Trust and Commitment

- mutual trust, support and participation of:
  - school-based personnel
  - parents
  - community
  - students
  - local and state education agency personnel
  - local and state agency/department personnel
- empowerment of school personnel for school-based planning and decision-making

Knowledge and Information

- access to and analysis and interpretation of data from multiple sources to plan, implement, and evaluate school improvement
- skill in the development and/or application of team building, collaborative problem-solving, decision making, and strategic planning models.
- access to on-going professional development for school, local, and state agency and department personnel
- utilization of a model for change
- networking for accessing information, data, models, funding, technical assistance, and resources

Collaboration and Recognition

- recognition of the skills, talents, and contributions of partners
- focus on student, school, and community strengths
- expanded partnerships among school, community, local, and state agencies and departments
- flexibility of partners toward changes in rules, roles, relationships, and responsibilities
- team consensus approach to the development, implementation, monitoring, and evaluation of

Lessons Learned: Some Conditions for Middle Grade Reform and School-Based School Improvement

school improvement policies and programs by collaborators at school, local, and state levels

Resources

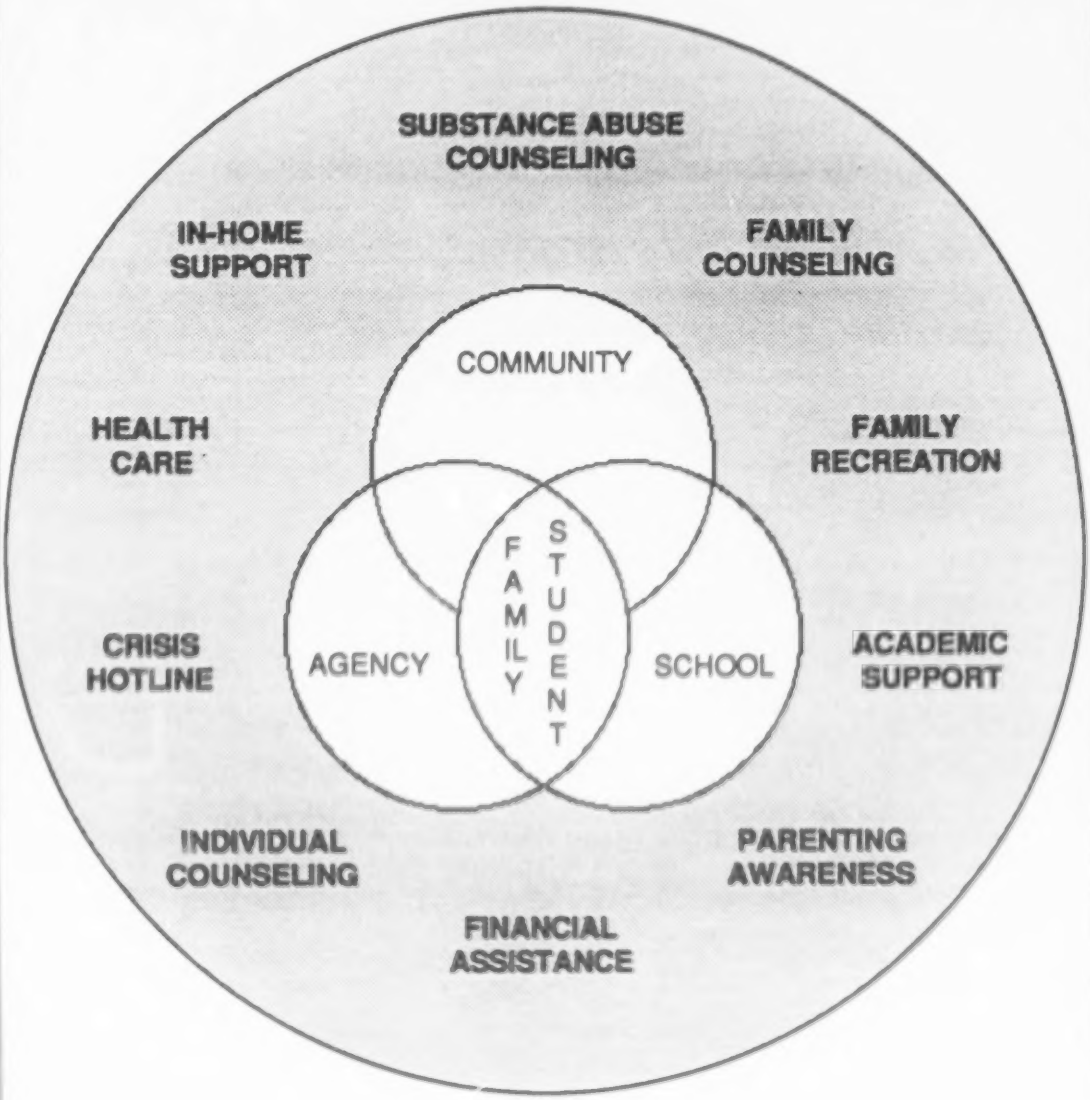
- access to fiscal and human resources
- flexibility in the utilization of funding from multiple sources to support comprehensive school improvement
- judicious use of technical assistance and resources

Time

- changes in policies, roles, attitudes, relationships, responsibilities, and performance require nurturance
- recognition of the time required to fully implement and maintain the eight common core areas of systemic reform detailed in Carnegie Corporation's *Turning Points*

Appendix A
Comprehensive Service Delivery Graphics

BRUNSWICK MIDDLE SCHOOL
COMMUNITY AGENCY SCHOOL SERVICES
(CASS)



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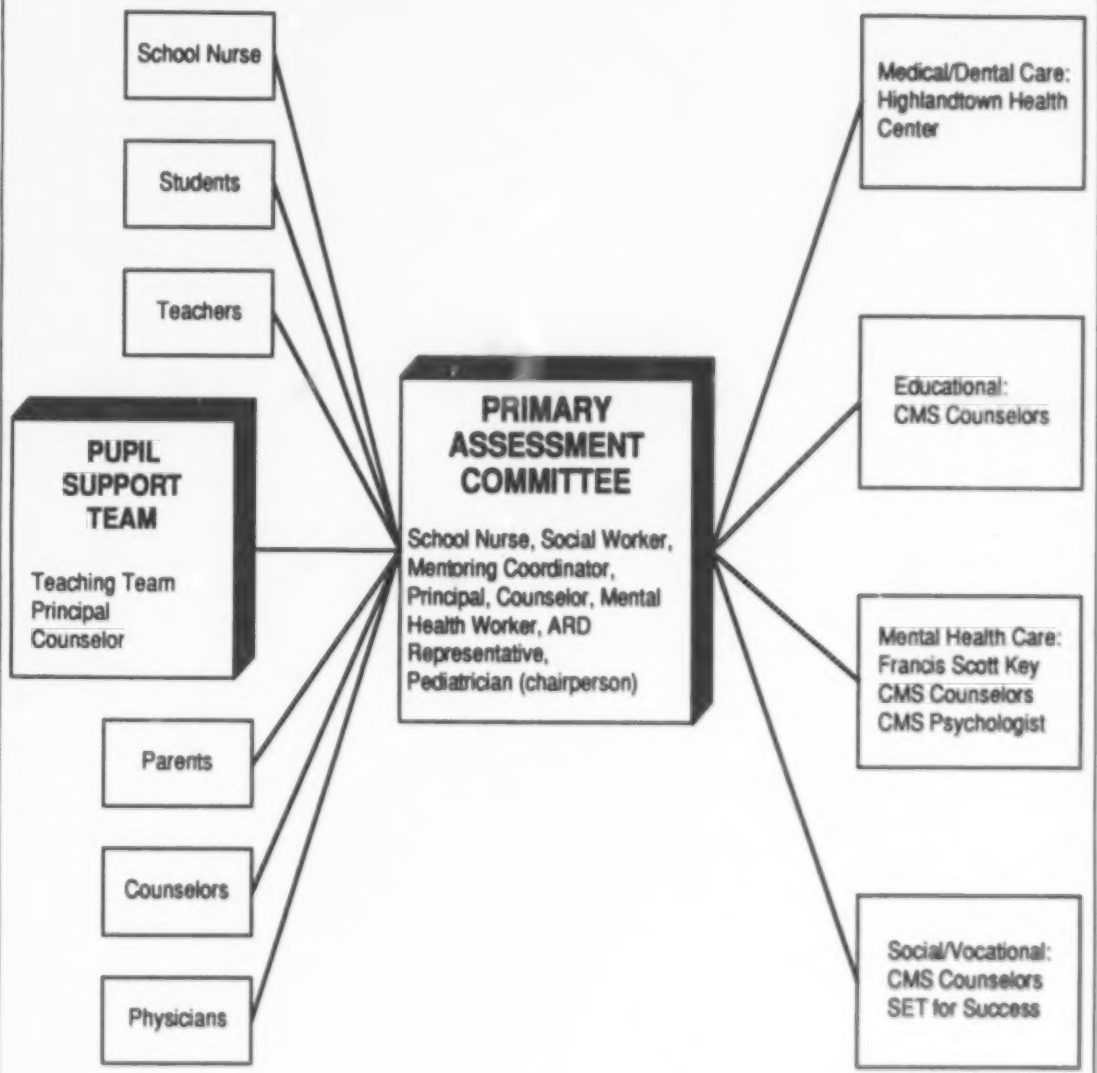
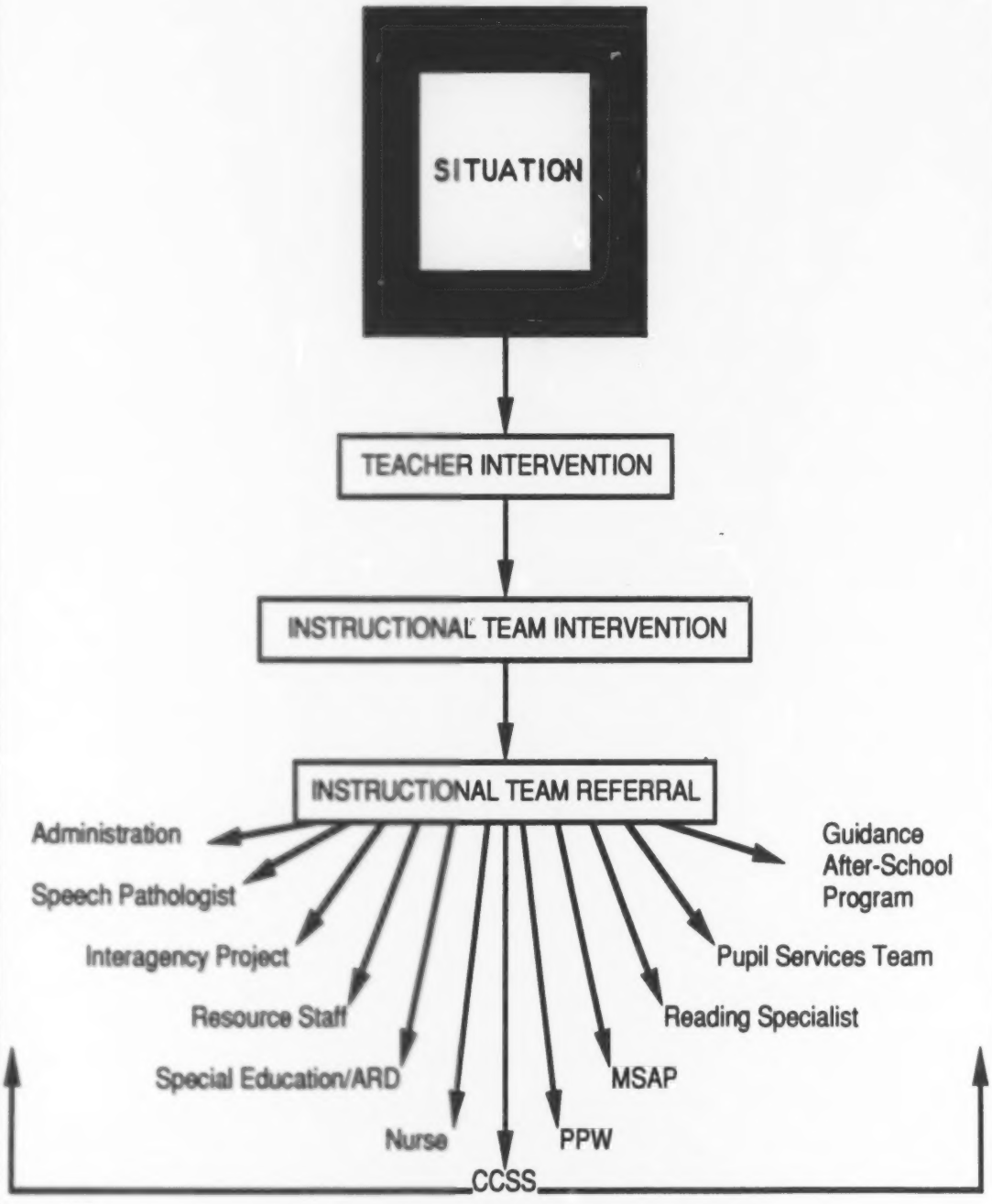
Canton Middle School Interagency Model



Middle River Middle School
Interagency Model



Carnegie/MSDE/LEA Comprehensive School Improvement Initiative

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Riverview Middle School
Pilot Health Model

PEDIATRIC NURSE PRACTITIONER

AVAILABLE HEALTH AND SOCIAL SERVICES

Physical Exams and sports physicals
Health care for minor illnesses (including prescriptions)
Immunizations
Medically-prescribed laboratory tests
Preventive health education services
Reinforcement of information taught in family life classes
Well-child care for infants/pre-schoolers of teenage parents
Social service referrals if needed
Counseling for students with typical adolescent problems
Appropriate referrals to outside agencies/physicians

PRIMARY REFERRAL BASE

Teacher
Student
Parent
Counselor
Pupil Personnel Worker
Administrator

Carnegie/MSDE/LEA Comprehensive School Improvement Initiative

Appendix B
Vision for Maryland Schools 2000

VISION FOR MARYLAND SCHOOLS 2000

Submitted to the MSDE Leadership Team
by the
Interdepartmental School Improvement Action Team

The "School for Success" in Maryland in the year 2000 is a center of growth and development for students, staff, families and community that actively promotes success and lifelong learning. Teachers, administrators, students, staff, and families are challenged to be inquisitive, motivated, engaged, and challenged. Instruction connects disciplines and consistently leads to application both inside and outside the classroom. Community and families are an integral part of the educational center providing and receiving education, services, and support. Businesses, agencies, and organizations support education through collaboration and partnerships.

To develop this vision, schools have resources and commitment from federal, state, and local governments, community-based organizations, institutions of higher education, the private sector, local school systems, schools, students, and families.

Comprehensive school improvement is the vehicle for making every Maryland school a "School for Success." Operationally, school-based decision-making means that the total school staff, community, parents, and students are empowered, motivated, and involved in a collaborative decision-making process that promotes student achievement and participation.

The key components of a comprehensive school improvement process are assessment, planning, implementation, and evaluation. Throughout the restructuring process, schools should consider a continuous improvement approach for:

- coordination of student and interagency services
- programs to promote student achievement and involvement
- professional development activities
- changes in roles, rules, and responsibilities
- integration of curriculum, instruction, technology, and assessment

Maryland's School for Success in the year 2000 is the result of comprehensive school improvement that promotes quality teaching, world-class student and school performance, and lifelong learning through collaborations and partnerships.

Appendix C
Initiative Structure: Maryland Middle Grade School State Policy Initiative

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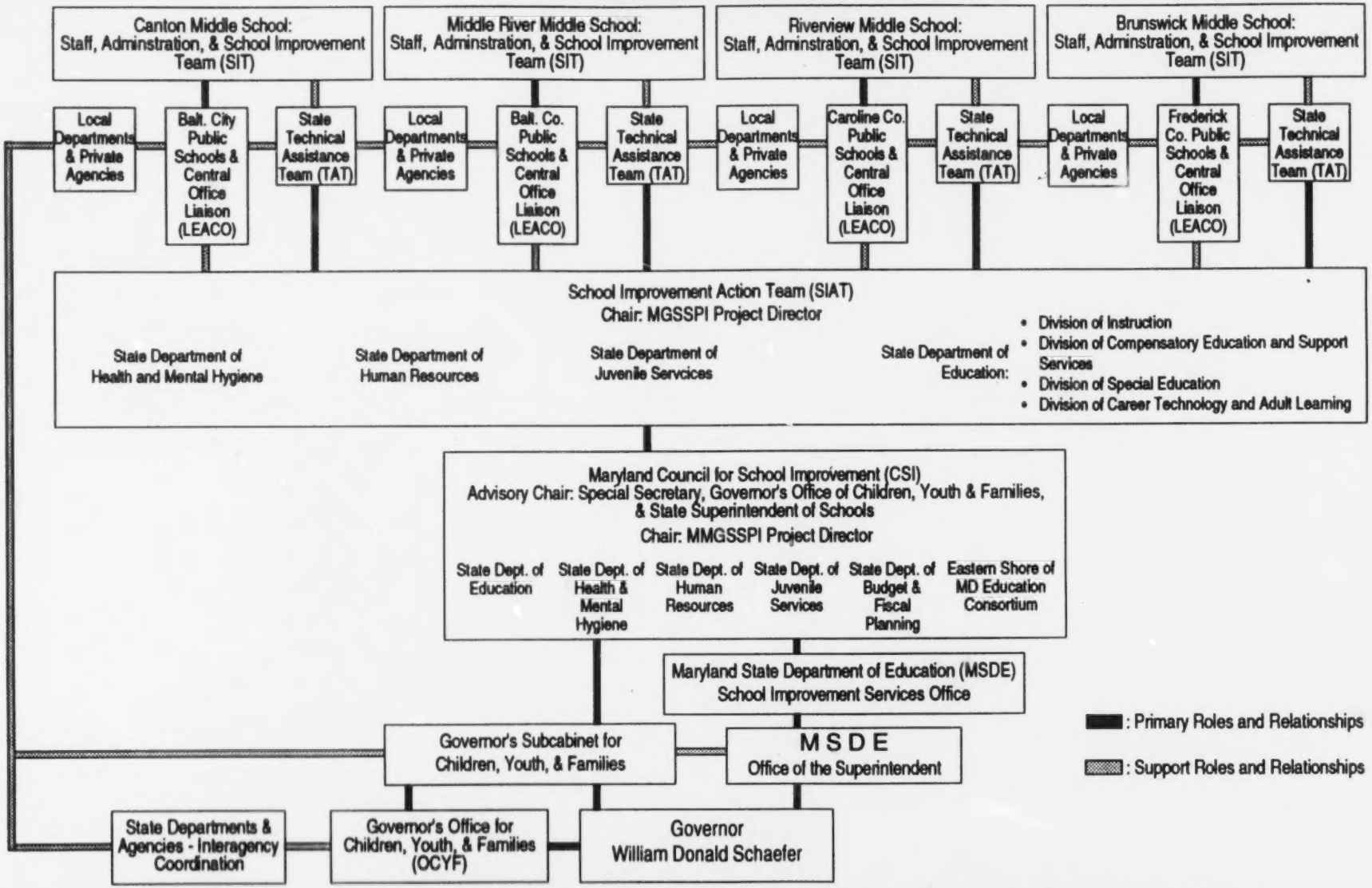
Maryland Middle Grade School State Policy Initiative*

Structure for Comprehensive School-Based School Improvement Initiative
Phases I and II -- Months 1-36


Canton Middle School: Staff, Adminstration, & School Improvement Team (SIT)
Middle River Middle School: Staff, Adminstration, & School Improvement Team (SIT)
Riverview Middle School: Staff, Adminstration, & School Improvement Team (SIT)
Brunswick Middle School: Staff, Adminstration, & School Improvement Team (SIT)
Local Departments & Private Agencies
Balt. City Public Schools & Central Office Liaison (LEACO)
State Technical Assistance Team (TAT)
Local Departments & Private Agencies
Balt. Co. Public Schools & Central Office Liaison (LEACO)
State Technical Assistance Team (TAT)
Local Departments & Private Agencies
Caroline Co. Public Schools & Central Office Liaison (LEACO)
State Technical Assistance Team (TAT)
Local Departments & Private Agencies
Frederick Co. Public Schools & Central Office Liaison (LEACO)
State Technical Assistance Team (TAT)
School Improvement Action Team (SIAT)
Chair: MGSSPI Project Director
State Department of Health and Mental Hygiene
State Department of Human Resources
State Department of Juvenile Servcices
State Department of Education:
• Division of Instruction
• Division of Compensatory Education and Support Services
• Division of Special Education
• Division of Career Technology and Adult Learning
Maryland Council for School Improvement (CSI)
Advisory Chair: Special Secretary, Governor's Office of Children, Youth & Families, & State Superintendent of Schools
Chair: MMGSSPI Project Director
State Dept. of Education
State Dept. of Health & Mental Hygiene
State Dept. of Human Resources
State Dept. of Juvenile Services
State Dept. of Budget & Fiscal Planning
Eastern Shore of MD Education Consortium
Maryland State Department of Education (MSDE)
School Improvement Services Office
Governor's Subcabinet for Children, Youth, & Families
MSDE
Office of the Superintendent
State Departments & Agencies - Interagency Coordination
Governor's Office for Children, Youth, & Families (OCYF)
Governor
William Donald Schaefer
: Primary Roles and Relationships
: Support Roles and Relationships

* Funded by the Carnegie Corporation of New York, Chapter II Block Grants, and In-Kind Services of Participating Local Agencies and the Maryland State Department of Education

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Glossary

Glossary

ADHD — **Attention Deficit Hyperactive Disorder**

CASS — **Community Agency Support Services**
Brunswick Middle School
- a multi-agency team of local, state and private agencies identifying, accessing and coordinating comprehensive support services to adolescents and their families.

CRES — **Criterion Referenced Evaluation System**
Frederick County Public Schools
- an LEA developed formative and summative assessment program providing status reports on student outcomes achievements and recommended instructional intervention.

IST — **Individual School Team**
Brunswick Middle School
- a school-based team comprised of a guidance counselor, the school support teacher, classroom teachers, and an administrator that serves as a referral processing and student program and service planning group.

LEA — **Local Education Agency**

LEACO — **Local Education Agency Central Office**

MCSP — **Maryland Challenge School Program**
- a State initiative developed and implemented by the MSDE to facilitate school improvement in low performing schools.

MMGSSPI — **Maryland Middle Grade School State Policy Initiative**

MSAP — **Maryland Student Assistance Program**
Middle River Middle School
- a program providing identification and intervention services to students suspected of drug and alcohol involvement.

MSDE — **Maryland State Department of Education**

MSPAP — **Maryland School Performance Assessment Program**
- a criterion-referenced performance assessment program based on state adopted learning outcomes for Grades 3,5, and 8 in reading, mathematics, writing, language usage, social studies and science. An integrated grade 11 performance assessment is in development.

MSPP — **Maryland School Performance Program**
- the Maryland State Board of Education approved program designed to provide an outcome-based approach to school improvement to ensure success for all students. Five components comprise the MSPP:

A. State Data-Based Areas
— reporting on student knowledge, attainment, participation and post-secondary decisions, student population characteristics, special programs and services and other factors.

B. Standards
— performance standards of excellent and satisfactory for each data-based area which serve as goals.

C. Annual Maryland School Performance Program Report
— reporting of school, school system and state progress toward achieving student performance standards.

D. School Improvement
— school-based data analysis and planning to achieve standards.

E. School Performance Review Systems
— rewarding schools for achieving outstanding performance or state standards, recognizing schools progressing toward achieving standards, evaluating schools or implementing sanctions to reconstitute a school.

PAC **Parent Advisory Committee**
Brunswick Middle School
- a committee of twenty parents representative of the student population across grade levels committed to reviewing and advising the school administration on school policies and programs in support of student and school improvement. Monthly meetings are conducted.

PAC **Primary Assessment Committee**
Canton Middle School
- a school-based team of administrators, counselors, special education department head, social worker, pediatrician, mental health counselor, and nurse, providing individual student case management.

PTA **Parent-Teacher Association**

PTO **Parent-Teacher Organization**

S-BCSIC **School-Based Comprehensive School Improvement Center**
- presentations and technical assistance provided by project schools to educators in the processes, planning, implementation, and evaluation of school-based comprehensive school improvement.

SIAT **School Improvement Action Team**
- a team comprised of Technical Assistance Teams of the State Department of Education and other departmental specialists, providing project coordination, products, services, and resources.

SIP **School Improvement Plan**

SIT **School Improvement Team**
- a school-based team of teachers, administrators, guidance personnel, parents, and other representatives who meet regularly to discuss, plan, and make decisions relative to the operation of the total school program and the learning environment.

SPAR **Special Area Subjects**
Canton Middle School
- SPAR subjects include: art, music, and home economics.

SSIT **Student School Improvement Team**
Brunswick Middle School
- a team of ten students committed to identifying and resolving issues related to school improvement from the student perspective. Students elect seven (7) representatives from across grade levels and instructional teams. Three students are appointed by the School Improvement Team based on essay responses and interviews on the role of students in school-based school improvement. The SSIT articulates with the School Improvement Team (SIT).

TAT **Technical Assistance Team**
- a resource team of specialists from the State Department of Education and other state service departments providing technical assistance and facilitating the access of resources and services to support school-based school improvement.

Collaborators in Maryland's Comprehensive School Improvement Project

Maryland Council for School Improvement
- Maryland State Department of Education
- Office for Children, Youth and Families
- Maryland Department of Health and Mental Hygiene
- Maryland Department of Human Resources
- Maryland Department of Juvenile Services
- Maryland Department of Budget and Fiscal Planning
- Eastern Shore of Maryland Education Consortium

Maryland School Improvement Action Team
- Maryland State Department of Education
  - School Improvement Services Office
  - Division of Instruction
  - Division of Compensatory Education and Support Services
  - Division of Special Education
  - Division of Career Technology and Adult Learning
  - Maryland School Performance Program
  - School and Community Outreach Office
  - Equity Assurance and Compliance Branch
  - Division of Certification and Accreditation
- Maryland Department of Health and Mental Hygiene
- Maryland Department of Human Resources

Local Education Agencies
- Baltimore City Public Schools
- Baltimore County Public Schools
- Caroline County Public Schools
- Frederick County Public Schools

Project School Improvement Teams, Administrators, and Staff
- Canton Middle School, Baltimore City Public Schools
- Middle River Middle School, Baltimore County Public Schools
- Riverview Middle School, Caroline County Public Schools
- Brunswick Middle School, Frederick County Public Schools

Credits

Milestones III in Comprehensive School Improvement was developed by the Milestones/School-Based Comprehensive School Improvement Center Committee of the Maryland State Department of Education.

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